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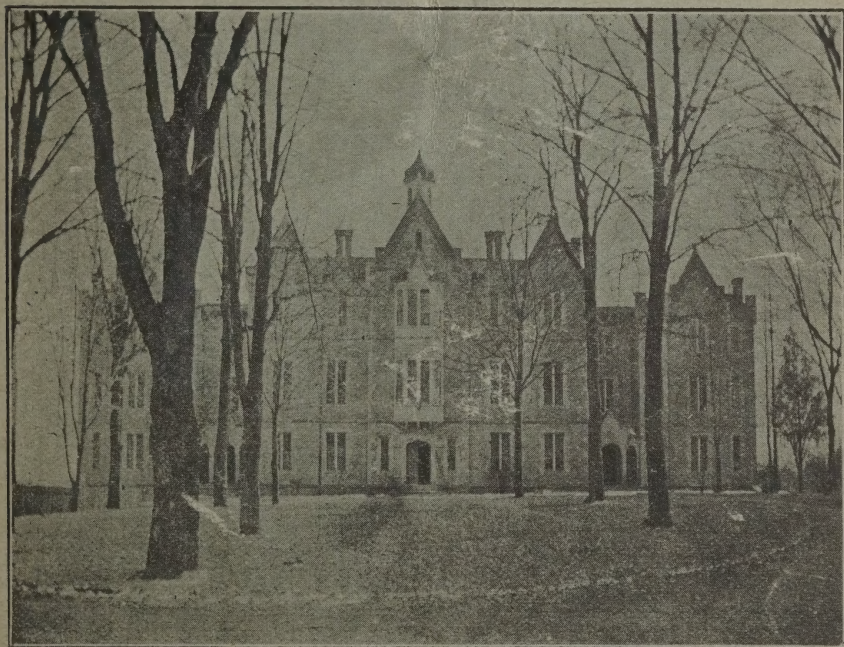
Volume I

MAY, 1899

Number 4

THE ALUMNUS

A Quarterly Magazine devoted to the
interests of the Indiana University and
her Alumni. Published by the Alumni
Association as its official organ.



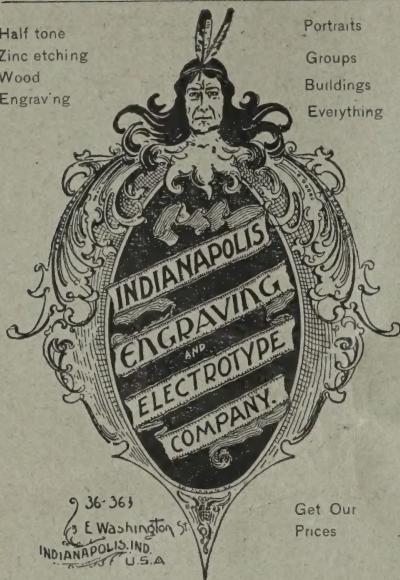
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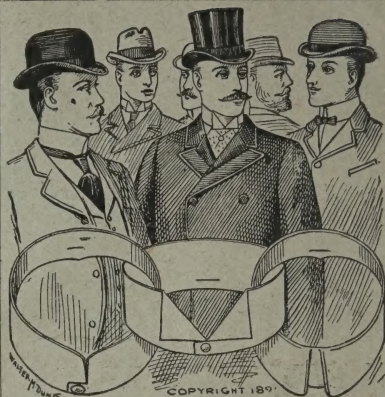
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The Alumnus

Vol. I

MAY, 1899

No 4.

WHERE MEN ARE YOUNG AND BOYS ARE OLD.

Some ten years ago, a freshman entering the University of Indiana (now an honored professor in another university) said to me that two things astonished him at Bloomington,—to see how old the students are and how young the professors.

Since the University of Indiana was born anew some ten or fifteen years ago, in these two things has lain its strength; the maturity of its students and the youthful vigor of its faculty. The students are men and women who have come to do work worthy of manhood and womanhood. They are not boys and girls to be driven unwillingly over a race-course of studies arranged for them before they were born, and the Indiana University has always treated its students as men and women. Being trusted they have shown themselves worthy of trust. And because they received something worth having, mature men from all over the West have come to share their privileges.

In the eighties, Indiana University was very poor but very ambitious. It demanded the best trained men, the most original investigators, the most accurate thinkers of the time, but had no money to pay salaries such as these men can demand. So the great teachers it could catch, it must catch young. I remember, in one year, offering chairs to four promising young men, not so famous then as now but surely promising. Woodrow Wilson, John Bach McMaster, Josiah Royce and Fridtjof Nansen. Of these, Dr. Nansen at first accepted, then withdrew when money was given him to make a tramp across Greenland. And "all my friends say that I am a fool," he wrote to me.

In any case it is often said that there is no surer way to distinction in university circles, than through a professorship in the University of Indiana.

For Eastern colleges soon learned that this institution demanded their best product. In many cases, it served as a training school for

these same institutions, for when vacancies arose at home they looked to their own graduates who had found places in Indiana. So from year to year, the students at Bloomington found a changing faculty. Promising men were lost, and others equally promising came to take their places.

The office of President is no sinecure, and its most important duty is to find new men, to forecast their future and to know what they can do. A large part of the success of the present administration is due to President Swain's keen insight into the possibilities of young men.

But with all the change which takes place in the University, there are certain points relatively fixed. The alumni professors hold their places from year to year, often rejecting far more generous salaries for love of the old work. These give the University its permanent stamp and character. And while many institutions have a longer alumni roll than the University of Indiana, there are very few that have turned out more college professors, or more men who have done the institution honor in the fields of scholarship.

It shall be well for Indiana if her University remains one in which the professors are young, the students old: so long as this is true, so long may we be sure that under its old loved maple trees, the "winds of freedom are blowing."

DAVID STARR JORDAN.

REGRET.

At ebb of tide upon the bar I stooped,
 And from old ocean's sunny bosom scooped
 Some water in the hollow of my hand.
 Stooping again, I stole some grains of sand
 From where they lay with countless fellows grouped.
 Vainly, with fingers tightly interlooped,
 I strove to hold earth's elements, till duped
 I stood, with empty hands, upon the strand,
 At ebb of tide.

Swift, from the past, life's wasted moments trooped
 Spectral before me, till my spirits drooped
 To hide the vision of that ghostly band
 And while I stood, regretful, on the strand,
 The Angel of Resolve above me stooped,
 At ebb of tide.

Chicago, Ill.

Mrs. Birdsill Andrews-Headley, '94.

LETTERS OF A COLLEGE GIRL.

BY EDITH B. WRIGHT. '96.

Bloomington, Indiana, November, 1892.

DEAR HELEN:—There are all kinds of people at Indiana University. Some are young maids, some are old maids, some are maids betwixt and between. Some are young men, and some are men who once were young. Some are single, some are double, and some would like to be; some are double plus. Some are papas' girls and papas' boys, fond but not over-careful of papas' dollars. Some are country school-teachers, and remind me so much of poetry and johnny-jump-ups because they are so abundant in the spring. Some have been high-school lads and high-school lassies for whom the path of learning has been smooth, and along which they have traveled with easy and steady gait ever since they toddled first to the kindergarten. There are some here whose ambitions have been great but whose opportunities have been small. For them the path of learning has been rugged and uneven, and their progress upon it has been fraught with hardship and great exertion. Necessity has at times compelled them to loiter on the journey, and at times has driven them in atonement in breathless haste before her. Some are athletes or athlete-lovers; some are society-lights; some are seekers of knowledge. Some, the flower of college life, are all three in one. A few, pitiable indeed, are neither. The great majority are ordinary; a trivial minority are extraordinary; a goodly number are "freaks." Most of the students are from this State; but there are some from others, and occasionally there is one from beyond the seas. So you see there is not a "*multum in parvo*" here, but a "*mundus in parvo*." The whole human race is in our college halls,—the whole world lies upon our college campus. But my heart is tender toward all the kinds; for I remember that I am some kind of a kind myself.

But the queerest kind of all is the *parasite kind*. Each member of this class belongs to one of the others just named, of course. But he is, more than anything else, a parasite. He listens with rapt attention at the beginning of a recitation to the words of wisdom that flow from the lips of his professor. He settles his spectacles on his nose *just so*, and he looks through them *just so*. Or if he is not so fortunate as to possess such a loved token of "days of toil and nights of waking" he squints an

eye *just so*. He is silent awhile—perhaps. Toward the end of the recitation he puckers his lips *just so* and speaks. In his vocabulary reserved for state occasions, after the manner of his own pet formula or that of his professor, he skillfully throws the gist of his professor's remarks at the beginning of the recitation into the form of a question. A heavenly smile over-spreads the face of the professor as he answers in the affirmative. He is surprised and over-awed beyond measure at the sound of the thought he loves. He has found among his own students a future light of the world,—he has met in his own classroom a contemporary worthy of his own mighty genius! Half of the class think Sir Parasite the wonder of their college-world. The other half think he is "working the Prof." But I am indifferent about him. His type is needed in college and in the world—to give variety if nothing else.

But, broadly speaking, there are only two kinds of people in college—those who wear culture-cloaks, and those who do not. Culture-cloaks are the most beautiful as well as the most wonderful garments ever made. Few wear them for they can neither be bought nor given away. This is because a culture-cloak must be made to order, and the order must be sent in by one's grandfather years before one himself is born. It takes two generations of time, at least, for a cloak to be made; and one of great value requires three or four. I suppose there are no such beautiful ones here as Emerson wore. His cloak, I believe the story goes, was eight generations in making. What a beauty it must have been! I haven't a cloak. I wish I did have—but I haven't.

But I must not permit myself to soar away from earth—from my boarding house, for instance. Our land-lady is kind and motherly. She is always so obliging—to our hearts. If our stomachs have now and then unsatisfied longings—why, that's only to be expected at boarding-houses! But I believe in being fair. We usually have an abundance of wholesome well-cooked food. I board across the street from where I am rooming. There are seven of us boarding at the same place,—my room-mate and myself, the girl across the hall from us, and four young men. It is a congenial crowd. We have delightful times over our tea-cups—and over our coffee-cups, too, for that matter. I love my room-mate, and I am learning to love the girl across the hall. It wouldn't be proper, of course, to love the young men. But I have great respect for them all because they seem so gentlemanly. I have particular respect for one of

them. I have a notion to tell you about him—if you won't laugh. Well, I don't care if you do. Just remember some of the things you have told me.

He wasn't scimped in the making—physically, I mean. He is tall and broad-shouldered and inclined to be fat. He is just the shape of that class of people who work hard and conscientiously, but who do not worry about results. He takes the world as he finds it, and he thinks he has found a splendid place. He smiles at the world, and it is always smiling back upon him. But he is not a bit frivolous; he is only genial and hopeful.

He is not handsome, I suppose. At least I can find no one but myself who thinks so. I think he must belong to a race that has suffered and struggled, for his features are very irregular. Now, Helen, you need not smile! You know that in these days men are beginning to think that as the kernel of the nut is imaged in its shell so is the spiritual man imaged in the physical. They have even gone so far as to build sciences upon that theory. In these days of palmistry and phrenology men take the general average of a man's nose and ears and mouth and eyes, and of the lines upon his hands, and of the bumps upon his head, and of the condition of his stomach and nerves; and from this general average of his physical self they infer the general average of his soul. That is, they define his character. And there is certainly truth in their theories. The body conditions the spirit, and the spirit in the lapse of years slowly stamps itself upon the body. As the body is the spirit is or is ceasing to be through individual experience. As the spirit is the body is or is becoming. But I am far away from my subject. I was telling you about the boarder whom I admire so much. I call him the gray-eyed man. Roomy—that's what I've named my room-mate—laughs and says there will soon be another love-story. She provokes me so. I tell her over and over that I am not in love,—and I am not, either. But I do think he is real nice.

I went to a lecture the other evening. I went with the gray-eyed man, but of course that doesn't interest you. For two weeks lecture notices had been posted; for two weeks many a gallant had been in search of a lady-love. For an hour or two the college-world had been crimping and primping, and now it had assembled at half-past eight with smiling, hopeful countenances. It was expecting to laugh some

two or three dozen times before ten. The lecture was to be humorous, you see. During the progress of the lecture I did laugh many times; but it wasn't at the words of the lecturer. It amused me so to think what preparation the crowd had made for laughing. Why, laughter should be the most restful, the most relaxing thing on earth! But this crowd had been awaiting it with nervous expectancy, had expended three times more energy than necessary in getting to the Old College Chapel where the lectures are held, and was even now on a strain to catch every joke. What a parody on true enjoyment! What an illustration of that American weakness—the tendency to over-strain! Had the lecturer come unannounced to our boarding places, and had he sat down quietly among us, giving us now and then a quaint remark or story, how our sides would have shaken with laughter! We should have enjoyed him there a dozen times more than at his formal lecture. He would have filled us with unexpected joy.

But the best thing about a lecture is that it draws a crowd together. Crowds as long as they are reasonably genteel are excellent things. They are especially valuable in college-life. A student knows much of the members of his own particular set from many sources. But the college lecture is a far greater means than he often realizes of his knowledge of the students as a whole. There he sees them in holiday garb. There he learns their heart affinities. And I don't see but that it is just as important to know the Sunday clothes and the best love of another as it is to know his best thoughts. He lives with his fellow on a higher plane of existence who knows the best of him in any respect. And then one loses his identity among his fellow-students. He isn't so much of the college-world after all. The University would probably still exist should he drop out for a term or two. And when he finds his identity again he realizes that it is not quite the same that he lost. Somewhat of its crudeness and ultra-individuality has been brushed away; and in its place is a nobler and more beautiful something than it has ever before possessed. Of course all this is not accomplished by one losing or by lecture-losings alone. You see I believe in lectures; but I think they are social rather than intellectual.

Now, Helen, I think you have had enough of me for this time. So I shall bid you good-bye. I am ever your friend,

REVA.



THE HON. GEO. W. COOPER, '72

"HOW TO ECONOMIZE."

[EDITOR'S NOTE—No more conclusive utterance has been given upon the State School question than in the address of the Hon. George W. Cooper, on the occasion of the Foundation Day exercises. In making these brief excerpts we must express regret at not being able to publish the entire address.]

* * * * If, then, we cannot reduce pauperism and crime by redoubling our vigilance in the enforcement of the law, there remains but one course for us to pursue, and that is along the lines of education.

Possibly there can be no reduction of expenditure on this side of the ledger while the campaign is being vigorously prosecuted, but if the observation and judgment of our greatest statisticians are not at fault, and if we accept the facts and teaching of history, we may reasonably expect by this means an ultimate reduction of our burdens. And so we may realize the truth of the wise man's paradox: "There is that scattereth and yet increaseth: and there is that withholdeth more than is meet, but it tendeth to poverty."

To be more practical, permit me to suggest where, in some

particulars, it is safe and possible for us to economize, even while the fight goes on.

First, as to the salaries of those employed in these two lines of service. It might be interesting to note that the compensation of those on the law side is grossly in excess of that which is paid on the side of education. The average annual earning of the common school teacher is less than \$300. I pause here to remark that if the noble army of teachers, numbering now about 15,000 in Indiana, only knew their power, they might make short work with the proposition to economize at the expense of education. Whatever reduction may be practicable in the salaries of public servants, there can be none here. The school teachers are on half rations now. While they still wage for us this holy war, we will not curtail the supplies nor grudgingly withhold the means to carry on the conflict.

Second: in the matter of public buildings. We spend vastly more for almost every other kind of public building than we do for school houses. It is not unusual to see a magnificent architectural pile costing \$100,000 or more, dedicated to the administration of justice, while less than one-tenth of that sum is expended upon the best school house in the same city.

* * * * There are those who stand ready to indorse what has been said concerning the value of education, in so far as it relates to the common schools, but who hold a different opinion as to the importance of university work. This they view as a kind of finishing process, without practical value, and which is furnished at great cost, as a special privilege coming only within reach of the few. That this is an erroneous view, a very brief statement of the relation of the university to the lower grades of school work will serve to show.

First, it should be remembered that the university precedes and gives rise to the common schools. The history of education shows that in all countries and in all ages knowledge descends. As the great reservoir back in the mountains is to an irrigation system on the plain below, so is the university to the whole field of education the source of life and strength. From the universities go forth the evangelists that proclaim the gospel of light and truth. It was university men in our legislative assemblies and in our constitutional conventions who gave us our common schools. From this source issue books which create a thirst for knowledge and hence a demand for schools. Here are formulated

rules and methods of teaching, and here the teacher himself is taught. And so it follows that those who oppose the university, and hinder its progress, strike at the common school in its most vital part.

But university work is profitable to the whole people. Its benefits are not limited to the few. It is susceptible of demonstration that the results of original investigation, such as is carried on in the great laboratories of the universities, reach and benefit every citizen in the State.

* * * * If we are not to have a system of education, commencing with the common school, and ending with the university, then where shall we stop? Shall we fall back to the high school, or drop down to the common branches? It is safe to say that we will do neither of these. Shall we then so limit and curtail the university work in the interest of economy that we shall have here a small establishment, a university only in name? The answer to this question will depend very largely upon the success that may attend our efforts to bring to the attention of the people of the State, the character of the work that is being done here, and the importance of its continuance. There is no place in a well regulated educational system to stop short of a university, and no kind of university is too good for the schools and the people of Indiana.



DR. WILLIAM LOWE BRYAN.

Professor of Philosophy and Vice President.

THE TRUE OFFERING.

(Written for the *Alumnus*, Easter Number, by Ella Fellows Ewing, '71.)

Sweet Isabel dons her plainest gown,
And folds away her robes of down,
For the carnival gay is a thing of the past,
And lenten season is on at last.

The world of fashion is playing nun,
And her votaries gentle, one by one,
Have now put aside their gaiety,
For the sombre veil and the rosary.

The chant of the priest is a minor strain,
While the chords of the organ are sad with pain,
As the kneeling suppliant counts her beads,
And confesses in sorrow her worldly deeds.

On the ears of Isabel while she kneels,
The last night's waltz yet faintly steals—
Like echoes from a phantom land,
Twixt the solemn strains of the organ grand.

"Our Savior's passion, with fasting and prayer,
I humbly remember"—breathes Isabel there.
"That when glad Easter morn shall appear,
I too may rejoice in thy message dear,

Of a Savior arisen to heaven again,
To bring on earth peace, good will to men."
Thus fervently pleaded the gentle maid,
And in true contrition most earnestly prayed.

Sweet maiden arise from thy whispered prayer,
The morn thou long'st for is dawning in air!
'Tis bright Easter morn, earth's carnival day,
When birds, maids, and music, are happy and gay.

Hark to nature's triumphant allegro,
Our Lord has conquered every foe!
Tho' for our sins he entered the tomb,
Seek not for him there amid the gloom.

And Isabel, like the birds of spring,
Has brought him her fairest offering—
A true heart of love: for love is the key,
And sweet solution of the mystery.

THE ALUMNUS

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Advertising rates will be sent on request.

Vol. I

MAY, 1899

No. 4

THE INSISTENCE with which we have urged our subscribers to remit their fifty cent pieces may have it amusing side, but with us it is a very serious matter. In the light of the response our remarks have met with, it becomes almost tragic. The publication of two thousand copies of even so small a magazine involves no little expense. The cost is so great, in fact, that after the publication of this, the last number of the first volume, we will be slightly in arrears with our private pocket-books, and this notwithstanding the liberal support of advertisers. Under such circumstances, we may not lose faith in Indiana University and her alumni, but we cannot be blamed if our ardor for the success of this feeble instrument of their welfare be somewhat cooled. Nevertheless we will eagerly await the action on the part of its beneficiaries that will insure its continuance.

To be more direct, we wish to close our accounts on May 15. If our books balance on that date we will publish a commencement number about July 1; otherwise not. The magazine must be discontinued if not self-sustaining.

THE MISCONDUCT of certain members of our glee club on their recent

trip has been so thoroughly bruited about that we will not be giving undue publicity to an unpleasant tale by mentioning it here. We do so at all only to correct a false impression that has naturally gotten abroad. Those who are so disposed will readily accept the conduct of one or two individuals as typical of the life of the University. As a matter of fact—and without attempting any extenuation of the misconduct of those individuals—the club has had a reputation, not only for good moral conduct, but for genteel and courteous bearing as well. It is therefore manifestly unjust that the club and the University should be made to bear the stigma of the offense of two or three individuals. The University may be injured by the very general nature of the report—how much, we can never know—but her prompt action in suspending the offenders should be taken as evidence that such conduct is not characteristic of the student body. On the other hand, it is so unusual as to cause general surprise; and many prefer to believe that none were as deep in the mire as reported.

THE Bumble Bee is the latest publication in University circles. It is also one of the brightest and freshest that the University has had the honor to foster. Coming as it does to "supply a long-felt want," its aim is purely literary; but it does not take itself seriously. The contents are varied and spicy, adhering to no definite standard.

The magazine is not in imitation of "The Lark," "The Chap-Book," or "The Philistine" but it has caught something of the spirit of all. It entered the world saucily to criticise everything that was not to its taste; but, though it buzzed about the heads of several dignitaries, no offense was given. On the whole, its effect was stimulating.

It is published at irregular intervals, when the editors feel like it, and will be discontinued when they are tired of it. The next number, if there is one, will probably appear about the next full moon.

We take pleasure in wishing the little magazine long life; but this we fear is not to be its lot, and that because of its two chief virtues—its independence and its youthfulness.

Those immediately connected with the publication of the first number were Messrs Fred M. Smith, C. E. Gregory, E. C. Crampton, Jefferson D. Blything, Frank Grimsley, and E. C. Hill. We believe that the next numbers will be under the editorial management of Mr. Smith.

IT IS not improbable that great good would result to the University and the State from a more concerted action of the alumni. The fact that much of the present strength of the University is due to the past efforts—more or less united—of the alumni only makes this the more evident. Without the aid of graduates and former students the interests of the University could not have been successfully presented to apathetic legislators of recent years. The Endowment Act of '83 and the Special Tax Act of '95 are largely the harvest of seed that the University has sown. The Alumni Trustee Bill is, of course, wholly the work of graduates. These successes, with many others, point toward large results when the alumni work together.

We have our Alumni Association, it is true, but its *raison d'être* has never been fully understood, and its powers have been somewhat limited. To increase the efficiency of the association, the officers or a council appointed for the purpose should be given power to act for the alumni when it is not possible for any considerable number to assemble together. If it be objected that the power of the council will be merely a name, since it cannot command the services of a single alumnus, it can be replied that it will rarely be the council's duty to act upon questions that do not by their sweet reasonableness command the practically unanimous consent of the alumni, not only of this institution, but of all the colleges in the State. But it is just such questions as these that require concerted action. There may be a limit to the amount a state should expend upon higher education (though ours has not reached it and much remains to be done in this direction), and the defense against the attacks of the Church schools may prove in the end to be energy misspent; but there can be no end to the work the Association may do along lines far less obvious. In addition to advancing the interests of the University and promoting good-fellowship among the graduates, it should have power to take steps toward fostering culture and promoting educational and professional interests and to preserve a sort of censorship upon the affairs of state.

If it is true, as some urge, that the University has been advertised *ad nauseum*, it is equally true that only a minority of the people appreciate the good it is capable of doing. And since education moves from the top downward, it is the duty of the alumni to present the advantages of the University to those who do not know them—not for the sake of the

University alone, but for the good of the State at large. If this is not the clear duty of every graduate, the State is making a mistake in maintaining an institution of higher learning.

There are many things which all will agree ought to be done, and which can be done, if the alumni will work together. It is work of an unselfish nature, for the good of all, not for the advantage of any, that the State has a right to expect of her educated sons and daughters. She provides military training in order that she may have efficient service in time of need; and she has an equal right to rest her education with those whom she has educated and her culture with those for whom she has provided the means of culture.

REPORT OF LEGISLATIVE COMMITTEE

In the Legislature of 1897 the Hon. Francis T. Roots introduced a bill authorizing the Governor of the State to appoint a committee of three to visit all the State Institutions previous to the opening of the present Legislature for the purpose of determining the needs and conditions of these institutions. The Governor appointed as this committee the Hon. Francis T. Roots, of Connersville, chairman, and the Hon. Fremont Goodwine, of Williamsport and the Hon. Strather Herod, of Franklin. This Committee made a thorough investigation of all these institutions and reported to the present Legislature. The following is the report in part concerning Indiana University:

"This University is located, with handsome buildings, in the city of Bloomington, Indiana. In 1884 they had 144 students; at the present time they have over 1000, thus showing an increase of almost sevenfold. It was provided for as early as 1820 and was known as the Seminary, the original Constitution saying that an educational system should be founded—ascending in regular gradation from township schools to a State University. In 1828 its name was changed to College, and in 1832 was again changed to State University.

The University has graduated over 2000 students, many of them taking high rank throughout the United States. Judge Andrew Wylie, class of 1832, was for nineteen years Chief Justice of the Supreme Court.

District of Columbia; Senator George Grover Wright, '39, served one term in the United States Senate; Dr. Martin, President of the University of Pekin, China; the Hon. John W. Foster, '55, was Secretary of State; the Hon. Walter Q. Gresham,—at one time a student here, was also Secretary of State; the Hon. Robert R. Hitt, '55, now of the Hawaiian Commission, and Member of Congress.

Many of its professors have been called to some of the largest universities in the United States, as for example, Professor Jordan to Stanford University, and Professor Coulter to Chicago University.

The University has a very able faculty, with Dr. Swain as President, and its success and growth are evidence of his successful management.

This Institution should be encouraged.

The University has grown much more rapidly in attendance than in addition of buildings; as a result all departments are very greatly crowded. Every foot of space in all the buildings, including basements and attics, is utilized. In order to provide more room for students, classes are running all day, morning and afternoon. Seven departments and the library are wholly or in part in basements and attics. * * * * * The administrative offices and the classes of eight teachers are in the library. All this space is needed for library purposes. No assembly room is provided. The chapel services and other gatherings are held in the men's gymnasium. Laboratories are crowded to the extreme. No adequate room for a museum is provided. To provide means to overcome these obstacles would require the addition of an entire new building. But the Trustees do not make any request at this time for additional appropriations. Their desire is to simply present the conditions of the University, showing its rapid advancement and overcrowded condition, and leave the whole matter to the wisdom of the Legislature. The Committee is free to say that no where else in the State has it found so excellent and substantial buildings at so small a cost as here."

It is certainly gratifying to the students, alumni, and friends of Indiana University that the Committee of the Legislature appointed by the Governor should be able to make such an encouraging report concerning the prosperity of the University and also recognize so clearly its needs. The Committee is undoubtedly right in saying that "no where else in the State has it found so excellent and substantial buildings at so small a cost as here."

SCIENCE TEACHERS MEET

The fourth annual meeting of the science teachers of Indiana was held in the chemical auditorium of the University on Friday and Saturday, March 3 and 4. The attendance was larger than at any of the previous meetings which fact shows that the interest of the association is rapidly increasing. The principal colleges of the State as well as a large percent of the commissioned high schools were represented.

The first meeting was called to order by Pres. A. B. Crowe of Ft. Wayne at 3 o'clock, Friday. After the usual routine of business Dr. Swain delivered the address of welcome; the response came from the president of the organization. At the first meeting Mr. E. A. Schultz of Ft. Wayne read a paper on "The Relation of Secondary Science Teaching to the Higher Institutions," "The Influence of Science Study on the National Character," "Physics as a High School Subject," "A Proposed Revised Course of Study for Indianapolis," and "Zoology as a High School Study" were the subjects of the principal papers of the meeting.

On Friday evening, Dr. D. C. Elliot of the Field Columbian Museum of Chicago lectured before the association and its friends. Dr. Elliot is a traveler and scholar of very wide experience and is well qualified to talk on "The Naturalist in Africa," since he visited the tropical continent twice in the interest of the Columbian Museum.

One of the principal features of the meeting was the committee of fifteen appointed to work out the correlation of science subjects which are being taught in the commissioned high schools. This is a great under-taking; its successful solution would be of inestimable value to the school system of the State.

Dr. S. L. Davis, Associate Professor of Chemistry in Indiana University, is chairman of the committee.

Indiana University offered to publish the proceedings of the association free of charge. The laboratories and library were thrown open to the members of the association. Messrs. Eigenmann, Davis, Mottier, Lyons, Foley, Aley, and Slonaker of the faculty participated in the meetings. Of the alumni Messrs. Large, Juday, Pierce, Clark and Rhodes were present.

UNIVERSITY NEWS.

The Y. M. C. A. has recently established a reading room in Kirkwood Hall.

The Summer School begins Monday, June 12; the Biological Station opens Tuesday, June 20.

The enrollment for the term has reached 724; for the year, 1023. The Senior class now numbers about 110.

The Commonwealth Club seems to be the most popular organization in the University at present. Its membership numbers more than one hundred.

Mr. C. Norman Hassler has resigned his position as musical director of the University. It is understood that he will at once assume charge of the music in a New York church.

The University has just received from Mr. and Mrs. J. O. Burbank of Bloomington a picture of Dr. Kirkwood. The picture was taken a short time before the death of Dr. Kirkwood and shows him seated in front of his residence near Riverside, California.

The entertainment by the Thomas Orchestra on April 14 was, without question, the best and most expensive that has ever appeared in Bloomington, and the audience that assembled to hear it was probably the largest that ever assembled in the new gymnasium.

The Indiana Sons of the Revolution, in order to foster the spirit of historic research, offer an annual prize of \$35 for the best essay on some Revolutionary topic. The offer is restricted to the Seniors of the Indiana colleges, each college being entitled to one representative. This year the prize was won by Mr. C. E. Gregory of Indiana University. •

The friends of Prof. E. E. Griffith will regret to learn that ill health has compelled him to abandon his college work for a time. He had hoped to continue to the end of the term, but the press of work at the opening of the term overtaxed his strength and he found it necessary to seek a more congenial atmosphere. He will probably go to Colorado.

As we go to press the final preparations are being made for our two debates on the night of April 21, one with Earlham College, at Richmond, Ind.; the other with the University of Illinois, at Champaigne, Ill. In the former we will be represented by Messrs. W. C. Welborn, R. F. Lockridge, and A. W. Hanson; in the latter by Messrs. W. H. Stout, E. H. Lewis, and V. E. Baldwin.

The following is the program for Commencement week: Reunion of the class of '94, Saturday, June 10; baccalaureate address to the Law students, Monday, June 12; business meeting of the alumni, Tuesday, June 13, 9:00 a. m.; Alumni address, June 12, 1:30 p. m.; alumni banquet June 13, 8:00 p. m.; commencement, Wednesday, June 14. The baccalaureate address will be delivered by the Rev. S. R. Lyons, President of Monmouth college, and the commencement address by Dr. John M. Coulter of Chicago University.

The 1899 Arbutus will appear about June 1. The promise is for a more artistic volume than has yet been published at the University. There will be many new and surprising features. The editors will make a specialty of art work; and two or three pictures of the campus will offer unusual attraction. The artist, Mr. J. W. Vawter of Greenfield, illustrator of Riley's Child Rhymes, has been busily engaged for several weeks upon the illustrations. His reputation is sufficient guarantee of a high class of work. The printing is being done by Messrs A. L. Swift & Co. of Chicago. The fact that they are printing two hundred annuals this year argues well for the typographical appearance of the volume.

Mr. Bradley, the manager, states that orders for copies should be sent in in advance, as only a limited number will be published.

There are many signs of base ball enthusiasm this spring and the outlook, on the whole, seems to be promising. A committee composed of Manager Heyn, Coach Howard, Captain Pitcher, Director Horne, and Prof. Sembower, has been keeping a close eye on the men at practice, and the following provisional selection has been made: catchers, Pitcher, Merrill, and Aydelotte; pitchers, Porter, Whitely, and Millette; 1st base, Pike; 2nd base, Kelly; 3rd base, Wilson; short stop, Alsop; out fielders, Malott, Castleman, Linke, Gould, and Clugston. Mr. E. C. Hill has been selected as official scorer. The schedule of games for the term has not been fully arranged. The first games of the season were played Friday and Saturday, April 14 and 15, with the Borden Institute. In the first we were defeated by a score of 3 to 4. The second game resulted in a score of 12 to 1 in our favor.

FRESHMAN—SOPHOMORE FIELD MEET

As a result of the attempt to suppress the annual February "scrap," an athletic contest in the form of a field meet has been arranged between the Freshman and Sophomore classes. The meet will probably be on

May 1, and a full holiday will be granted. A base ball game will be played in the morning and the track events will occur in the afternoon.

The following rules have been agreed upon by the joint committee of the Freshmon and Sophomore classes, to govern the dual field meet.

First, that there shall be not more than two contestants entered by each class for each event;

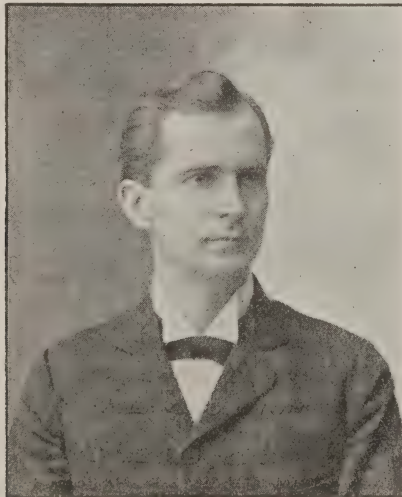
Second, that the points for places shall be governed by regular intercollegiate rules; i. e., first, five points; second, three points;

Third, that the judges and officials for the meet be chosen by the joint committee;

Fourth, that the following events constitute the meet: 100 yards dash, 220 yards dash, 440 yards dash, 880 yards dash, One mile run, 120 yards High Hurdle, 220 yards Low Hurdle, Pole vault, Running broad jump, Standing broad jump, Running high jump, Throwing 16 pound hammer, Putting 16 pound shot, One mile bicycle race.

Fifth, that there shall be a base ball game between the two class nines, either on the same day as the meet, or on a date to be determined later; but the base-ball game shall in no way count as a point in the field meet.

Sixth, that a list of entries for the meet be deposited by the captain of each team, with Mr. Horne not later than Tuesday, April 25th.



JOHN W. CRAVENS.
Registrar.

NEWS FROM THE ALUMNI.

The twenty-third annual meeting of the Southern Indiana Teachers' Association was held at Shelbyville on April 6, 7, and 8. Some University people who took an active part in the meeting are Mr. P. P. Stultz, retiring president; Dr. W. L. Bryan, who spoke on "Fatigue;" Prof. Sanford Bell, who gave an address on "The Period of Greatest Susceptibility to Good and Evil in School Children;" Mr. N. C. Johnson, who read a paper on "Some Comparisons between High School Pupils in Indiana and Pupils in the Swedish Gymnasias for Boys; Supt. M. W. Deputy, who gave a talk on "Supervision;" Supt. C. F. Patterson, who responded to the addresses of welcome; and W. F. Axtell, member of executive committee. Others in attendance were Sup't. A. E. Malsbary, of Peru.; State Sup't. F. L. Jones; Supt. J. H. Scholl, of Carthage; Mr. B. A. Ogden, of the Terre Haute high school; Mr. A. N. Sherer, who has recently been elected to the superintendency of the Cass City schools; Miss Anna Hancock, of Seymour; Miss Anne Scott, of Brookville; and Miss Clara J. Mitchell and Messrs D. C. Coate, J. H. Henke, and J. B. Kepner, of the Shelbyville schools. Miss Mitchell was made secretary for the succeeding year. Mr. Coate, who was very active in the entertainment of guests has been re-elected to the principalship of the Shelbyville schools at a handsome increase in salary.

Many University people were also in attendance at the seventeenth annual meeting of the Northern Indiana Teachers' Association, held at Fort Wayne, March 30, 31, and April 1. In the General Association, there were among the officers, superintendents W. R. J. Stratford, retiring president, C. E. Vanmeter vice-president, and W. A. Millis, treasurer. On the executive committee were superintendents I. V. Bushy, F. L. Jones, J. W. Hamilton, and R. I. Hamilton. The response to the address of welcome was given by Mr. J. Z. A. McCaughn. In the High School section there were papers by Sup't John A. Wood, Mr. S. B. McCracken, Mr. J. F. Giles, and Prof. E. E. Griffith. Mr. J. M. Culver and Miss Olive Beroth were to have acted as president and secretary, but in their absence the duties devolved upon Sup't John A. Wood and Miss Josephine Cox. Mr. J. B. Percy acted as chairman of the executive committee.

1840

Judge John Robert Cravenes died recently at Madison, Ind.

1845

R. L. Roache is president of the Moniteau National Bank, California, Missouri. In his college days, fifty-four years ago, Mr. Roache was one of the editors of the "Athenian," of which he still preserves a file.

1846

Dr. W. A. P. Martin, mentioned in our November number, writes from Pekin:

"I am not a little proud of my alma mater when I note her marvelous growth.

"The New Imperial University has opened with 380 students, mostly graduates in Chinese learning. With the scholars of China knocking at our doors education must make headway."

1872

The name of the Rev. T. J. Clark, of Bloomington should be added to the list of student soldiers of the Civil War, published in our last issue.

1873

W. F. L. Sanders has resigned the superintendency at Connersville, for reasons unassigned. Mr. Sanders has had signal success as a superintendent, and his resignation has created surprise throughout the State. He has not announced his intentions as to his future work.

1885

President Jordan has appointed Dr. John Caspar Branner, head of the geology department, as vice-president of the Stanford University. Dr. Branner graduated from Cornell in 1882, coming from there to Indiana University where he took the doctor's degree in 1885. He was state geologist of Arkansas from 1887 to 1893, since which time he has been at Stanford.

1890

Everett Shepherdson says, in a recent letter from the State Normal school, Los Angeles, California, that the people of that city are making

preparations to entertain educators galore at the meeting of the National Educational Association this coming summer.

E. W. Bohannon, A. M., '92, has charge of the department of pedagogy in the State Normal of Mankato, Minn.

1891

Frank F. Axtell is pleasantly located at 2732 Pine street, St. Louis, Missouri. His work is with the Mississippi River Commission.

W. E. Henry has been re-elected as State Librarian. In this position Mr. Henry has been very active and has made his influence felt throughout the State.

We have just received the February report of the Yokohama Chamber of Commerce, of which Takekuma Okada is secretary. Since only the table of contents is in English we must postpone our review of the pamphlet until we have taken a course in the Oriental languages. We are not even able to quote extracts, for our type is not equal to the emergency.

1892

Charles W. Hartloff, who has been, since graduating, a practicing physician at Evansville, Ind., is studying medicine at Vienna, Austria.

J. H. Henry has resigned his position as superintendent of the Warsaw schools. He expects to study in Chicago University.

1893

Miss Caroline Colvin has been re-appointed to a Bennett fellowship in European history at Pennsylvania University for next year. She holds the same position at present.

Joe M. Johnston is teaching history in the West Side high school, Cleveland, Ohio.

1894

Thurston Smith, A. M. '95, will graduate from the College of Physicians and Surgeons in Chicago, April 19. He will probably enter the office of his brother Dr. R. D. Smith of Bloomington.

C. C. Lemon will receive the degree of A. M. in Botany from the University of Michigan in June. He will act as instructor in that institution next year.

1896

Through an unfortunate oversight, the name of John F. Haines of Noblesville was omitted from our list of alumni superintendents, in our last number. Mr. Haines is certainly to be placed in the front rank of State superintendents. He has held his present position successfully for twelve years.

M. W. Rothert is principal of the high school at Boonville, Ind.

Miss Fanny Jones has resigned her position in the Anderson schools because of ill health.

Will Myers receives his Master's degree this year.

A. W. Gifford is in the Cuban army.

Martha E. Brown is teaching English in the Greenfield, Ind., high school.

1897

D. T. Powers, who was superintendent of schools at Paoli, Ind., last year, is now high school principal at Rochester, Ind.

G. W. Gayler is doing graduate work in the University of Illinois.

Miss Olive Beroth is now in attendance at the University and will receive her Master's degree in June.

A. C. Woolley is high school principal at Summitville, Ind.

I. N. Warren has lately been re-elected to the principalship of the LaPorte high school at an increased salary.

Miss Anna L. Hancock is teaching Latin and German in the Seymour, Ind., schools.

Clark Wissler, a promising young psychologist, has charge of the laboratory of Psychology at the Ohio State University. While in college, Mr. Wissler impressed both associates and instructors as a man thoroughly imbued with the student spirit; and it is expected that his future will not be without honor in this comparatively new field of work.

George M. Cook is editor of the Capital, a Republican newspaper, at Vincennes, Ind.

1898

W. C. Cauble has completed his first year's work at the Louisville Medical University. Next year he will have charge of the first year chemistry. He was offered the position of first assistant in another department, but declined.

NOTES AND REVIEWS.

This department will be devoted to reviews of books and articles by or about alumni or members of the University faculty. All books sent us for the purpose by authors or publishers will be added to the alumni collection in the library.

Milton's Minor Poems, edited as a school text by Prof. M. W. Sampson, will be brought out in June by Henry Halt & Co.

Romanism: The Evil and its Remedy is a pamphlet which includes a series of lectures delivered in Music Hall, Boston, by the Rev. J. M. Christ, Foster, the *King of Nations*, an article in a recent number of the *Christian Statesman*, is by the same author.

Concrete Geometry, by Mrs. A. R. Hornbrook of Evansville, American Book Co.

Educators generally are agreed that some special preparation is needed for the study of Euclid. Among a number of books designed for this purpose none seems to meet the need better than the book before us. The book contains a progressive series of exercises which will lead the pupil to a clear understanding of the principal geometric forms and to a knowledge of many of the simpler geometric properties. The book has been prepared with great care. The exercises are so well selected and so properly arranged that the pupil's interest is held from beginning to end. The use of this book for supplementary work in the grades would greatly simplify the geometry problem of the high school. Where the book is not used in the grades, it could be used with profit as an introduction to geometry in the high school.

The Vicar of Wakefield, by Oliver Goldsmith, edited for school use by Edward P. Morton (Chicago: Scott, Foresman & Co.) Professor Morton's edition of Goldsmith's famous tale was one of the first numbers of the Lake English Classics, of which series—since the publishers have identified themselves so closely with Indiana University—it is but just to say that it is scholarly and pedagogically sound, showing especially a knowledge of the needs of our secondary schools, that the books are well made and very moderate in price, that the series will do much to further good teaching of English. Of all this the present book is a case in point. A tale so simple, so universal, wants little handling. Here we have in thirteen pages a sketch of Goldsmith's life and work (the *and*

may be italicized here); in three more a few sane and helpful suggestions to teachers that might be read with profit by the hundreds of Indiana teachers held in the scholastic meshes of categories and schemes; then at the end six pages of questions and seven of glossary. Surely such editorial moderation is to be commended, especially when the brevity betokens, as it does here, not paucity of ideas, but concision and information. S.

Young Folks' Indiana, is the title of a neat but quite unpretentious little book recently published by Scott, Foresman & Co. Its author, Mr. Will H. Glascock, modestly hopes that the stories may lead to a higher appreciation of our brave-hearted and strong-handed pioneers; and that they may arouse a deeper interest in the rich, unwritten, local history of our State.

The alert pedagogue, however, sees greater possibilities in it. He realizes how these simple narratives, both interesting and accurate, may be made invaluable as perception centers for future work in geology, geography, history, or civil government.

Nobody would doubt for a moment that the author is a school man. Mr. Glascock has justified his claim to being primarily interested in the public schools, since even in the busy hours of University life, he finds time to write for girls and boys. "For where your treasure is, there will your heart be also." *

A Manual of Toxicological Analysis, by Dr. Robert Lyons and Dr. Louis Sherman Davis. This little manual comprises about 110 pages of closely printed matter. It has been the purpose of the authors to prepare a manual of systematic analysis, both qualitative and quantitative, of the common, easily accessible poisonous compounds. They have referred all descriptions of color to a standard spectrum chart (by Bradley Color Co.) since the interpretation and descriptions of the primary colors as well as their tints and shades are so largely influenced by the personality of the observer.

It has been assumed that the operator has had considerable training in qualitative and quantitative analysis. The methods and descriptions are clear and accurate. The text is divided into five parts, inorganic poisons, volatile compounds, alkaloids, caustics, and systematic analysis. The book has many good qualities, but one of the most valuable is a comprehensive scheme for the systematic analysis of organic compounds under the most complex conditions. The scheme is entirely original with the authors. The book is indispensable to those interested in the study of toxicology and organic analysis. H. A. B.

Foot-Notes to Evolution, by David Starr Jordan, Ph. D. (D. Appleton and Company).

In this most admirable book Dr. Jordan has embodied in a manner to meet the popular demand the underlying principles and theories of evolution. It is written in such a pleasing way and is also so robbed of technical terms that it appeals at once to the reader even though he may never have made the subject a study nor given it a serious thought. Most of the illustrations and facts are so familiar that the value of the book is thereby increased.

The opening chapter deals with the relations of animals to each other and to life in general. It also emphasizes the great similarity of structure and development. These relationships and interdependencies are familiar to all, though seldom thought of as forming the basis of evolution.

The word evolution has had many meanings and has been used in many senses by different people. The author clearly defines what evolution is and what it is not. "Evolution is the study of changing beings acted upon by unchanging laws" . . . "Evolution is not a theory that 'Man is a developed monkey.'" In fact, though it endeavors to solve the immediate origin of man, this is not the main question. It applies to all forms of life. "The process of evolution is not progress, but better adaptations to conditions of life." Humanity is not the goal of evolution; that is, all living things are not tending toward humanity. This conception and that "man is a developed monkey" have caused many to scoff at the theory.

Evolution is not a religion neither are its truths in any way in opposition to any religion. "But evolution is religion in the same sense that every truth of the physical universe must be religion. That which is true is the truest thing in the world, and the recognition of the infinite soundness at the heart of the universe is an inseparable part of any worthy religion."

Under the elements of organic evolution the author considers heredity, irritability, individuality, natural selection, self-activity, altruism, and isolation in a very clear and forcible manner.

He has embodied in this book three very good chapters from other authors which are of great value in summing up the evidences of evolution.

"The Factors of Organic Evolution from the Standpoint of Embryology" by Prof. Edwin Grant Conklin presents the facts and stages of the developing individual, which, in turn, represents the race history of that group. He also shows the great similarity of all animals at various stages of embryonic development.

"The Physical Basis of Heredity" by Prof. Frank Mace McFarland deals with the cell in a complete manner. The parts and functions of

the cell, and the reproduction and growth are the essential points.

The life history of the various forms of life as shown by their fossil remains is one of the strongest supports to evolution. Prof. James Perrin Smith in his chapter on "The Evolution of Fossil Cephalopoda" presents its various stages with such completeness that it adds greatly to the already large accumulated paleontological evidence of evolution.

Dr. Jordan not only treats of the evolution of the physical body but also of mind in its broadest sense. "Irritability is the basis of mind" "The mind and consciousness of man is an outgrowth from the irritability of the lower animals . . ." The protozoa are irritable, hence possess the basis of mind. They are able to recognize foreign bodies. "This recognition of self and of non-self is not intellect, but it is homologous with the impulses on which in the higher types personality depends." The complexity of mind thus varies through a very wide range.

The chapter on "Degeneration" is very strong and appeals to one in such a way as to make clear the solution of many of the social and moral questions that now beset us. Pauperism is largely caused by the various and miscellaneous forms of charity. The poor are robbed of their individuality and are thus made dependent, or become parasites on the independent classes of society. "Causes of pauperism may be found in other forms of giving as well as those recognized as charity. Mental pauperism is produced when men are given truth instead of being trained to search for it. There are schools which tend to make intellectual paupers instead of training men to think for themselves. There is a moral pauperism induced by the giving of precept. Right conduct must be individual if it is to have stability. The doing of an honest piece of work honestly may have more force in moral training than a hundred sermons. In like manner spiritual pauperism may be produced by religious instruction. Each man must make his own religion. He must form his own ideals. In the degree that he is religious he must in time become his own high priest, as in the degree that he is effective he must be his own king."

J. R. S.



THE ALUMNUS

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'97-8, 409. '98-9, 506.

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THE INDIANA UNIVERSITY.

The aim and scope of the work done in the departments of our State University are in part presented below:

GREEK.

The department offers a four years' course of undergraduate work, to which is added seminary work for graduate students who have had at least these four years of preparation, or an equivalent.

The first year is devoted to getting an elementary knowledge of the Greek language as found in Xenophon. The aim is to have the student learn the ordinary inflections and syntactical constructions of Greek grammar, acquire a small vocabulary of the more usual words, master the common idioms of the language, and to put this material into use by daily exercises in translating from Greek into English and vice versa. The exercises are from the start based upon Xenophon's *Anabasis*, and during the second and third terms the *Anabasis* itself is used as a reader. The reading in the *Anabasis* is accompanied by a careful study of the forms and constructions found in the text, and is supplemented by exercises in composition and by continued study of the grammar.

The first term of the second year continues the study of Xenophon. Two days in the week are devoted to the *Anabasis* and to exercises in grammar and composition based upon the *Anabasis*. The other three days of the week are spent upon the *Hellenica*. In this an attempt is made to learn something of Greek history at first-hand, as well as to acquire greater facility in understanding the Greek language. Collateral reading in standard Greek histories is assigned both that the student may better understand what he reads in the Greek and that he may see the relation of these modern histories to Xenophon as a source.

The second and third terms of this year are spent in the study of the Homeric poems. At first the emphasis is necessarily placed upon the linguistic features, until the student acquires sufficient familiarity with the peculiarities of Homeric Greek to be able to read and understand with some readiness. The later part of the year is devoted to more rapid reading and to the study of the poems as literature. Incidentally there is a study of Homeric life, the history of Greek epic poetry and other related topics in as far as the time will permit. The fundamental aim is to read, understand, and enjoy Homeric poetry, and to see in it, besides its intrinsic interest and beauty, the earliest extant picture of European civilization and the fountain-head of European literature.

The third year is devoted entirely to a study of lyric and dramatic poetry. Naturally, most of the year is spent upon the drama. At least one play is read from each of the four great dramatic poets, Aeschylus, Sophocles, Euripides, and Aristophanes, besides selections from the early lyric



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poets and from bucolic poetry. This is accompanied by a study of the history of lyric and dramatic poetry among the Greeks, and of the presentation of the drama in the Attic theater.

The fourth year is devoted mainly to reading some portions of the philosophers, historians, and orators, supplemented by some study of the history and nature of Greek philosophical, historical, and rhetorical literature. One day in the week throughout the year is given to illustrated lectures upon selected phases of ancient Greek life.

The general aim in these four years of work is to learn to read and understand the Greek authors, and to do this by reading and interpreting portions from the chief types of Greek literature. Incidentally this involves a knowledge of Greek life and institutions, and of the contributions of classic Greek life and thought to modern civilization.

Grammar is taught as a means to the ends indicated above, not as an end in itself. It is, however, recognized that accurate reading and reliable interpretation of a Greek author must rest upon an accurate and adequate knowledge of grammar and vocabulary, and that slovenly work in grammar study can not lead to very reliable results in literary and historical studies.

Students who select Greek as a major subject take these four years of work; or, in other words, they take Greek as one study during their four years' course in the University, and cover the ground indicated above. Other students may elect any part of this work, but must take it in the order outlined.

A special elective course in the Greek Testament and closely related Greek authors is offered for those who are preparing for the Christian ministry, or for original research in the early history of Christianity. This may be taken by any one who has had the first years' course in elementary Greek.

The graduate seminary is devoted to critical study and research work. For the current year (1898-99) Euripides is the author studied.

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LATIN.

Equipment.—The department is already adequately equipped for its undergraduate work, and is rapidly acquiring the apparatus necessary for satisfactory graduate instruction and investigation. Very large additions have within the last three years been made to its material. The library now contains texts of all the Latin writers; of those that are of general importance to the student it has the latest critical edition and at least the best single commentary; of those that are studied in detail it has all the standard commentaries, besides special lexicons and numerous monographs and treatises on them. The University library takes the leading philological journals and reviews, and has complete sets to date of the most important, e. g., the *American Journal of Philology*, *Classical Review*, *Rheinisches Museum*, *Philologus*, *Berliner Wochenschrift*, *Jahresbericht der Klassischen Philologie*, etc. All important works of reference in English and German are furnished, and of those that are most needed the library has sufficient copies to accommodate the classes with little waste of time by waiting. Every year the department adds to its equip-

ment the most important works in all lines of study that have appeared during the previous year, and also tries to acquire a fairly full apparatus for the study of some particular author or some special subject. All the material is intended for use, and it may be said that the Latin library contains almost no lumber or trash and that no money has been spent for things that are merely rare or curious.

Purposes.—Throughout the course the study of Latin is regarded as a part of the study of philology in the widest sense of the word, and an effort is made to give the student a thorough knowledge of the structure of the language and such an acquaintance with Roman history, antiquities and literature as will lead to a correct idea of the influence of Roman life and thought upon our own civilization. It is intended incidentally to enable the student to read the language easily and to enjoy the literature for itself, and also to fit those who take at least two years' work in the department to teach in our high schools. The successful accomplishment of these purposes will depend upon the extent to which the department is allowed to shape the other work taken by the student.

ROMANCE LANGUAGES.

In this department three of the Romance languages are taught: French, Spanish, and Italian. Preponderance is given to the French for practical and literary reasons. For practical reasons, because many of the scientific books used by students in other departments are written in French. For literary reasons, because French literature is one of the very greatest and has probably exerted more influence on modern thought than any other excepting the Greek.

The object, then, of the French course is twofold:

1. To enable scientific students to use French text books.
2. To make students acquainted with the literature of France and to stimulate them to read that literature after they leave college. Thus the student becomes acquainted with ways of thinking very different from our own, and his sympathies are broadened.

In accordance with the lines just traced the course in French is mapped out as follows:

The first year is devoted to a careful study of the pronunciation and to drill in grammar and reading. Especial stress is laid on pronunciation. It is clear that some kind of pronunciation must be taught, and unless especial care be taken at the beginning the student's pronunciation will always be faulty. Besides, it is better that a thing be taught correctly than falsely. It has been the annoying experience of the majority of those who have gone to France that they had to begin pronunciation from the beginning, as what they had learned at school was practically worthless. But the chief reason is that a good pronunciation enables the student to grasp the thought better and gives him a clearer perception of the beauties of the language.

Conversation is not emphasized. Conversation can be taught only by subordinating everything else to it, and even then the results are by no means commensurate with the time given. Besides, there is no especial advantage in the ability to speak French, unless one has opportunity to talk to Frenchmen, and as comparatively few students ever go to Paris

it would be unfair to the great majority to teach them that which will be of no further use to them, to the exclusion of better and more practical things. In a college supported by the State, the good of the greatest number of students must be the primary consideration.

After the pronunciation has been carefully studied by means of phonetic script, the grammar is begun. It is a mistake to believe that the fundamentals of a language can be acquired without drudgery, and the sooner this truth is acknowledged, the better for the teaching of language. A little reflection will show that all the complicated laws of a language which are barely mastered by natives in a lifetime can not be learned in a few weeks' nor without hard work. Hence, all systems purporting to teach "French in eight weeks," or "in six easy lessons," are on the face of them humbugs. Drill in accidence must be thorough and careful. After the most important forms have been mastered, the reading of short stories is begun, but the grammar is continued. At the end of the first year those students who want French merely to read text books are, as a rule, sufficiently prepared. The case is different, however, with those who desire to read literary French, as literary language is much more difficult than technical language.

The second year is devoted to reading and grammar work, stress being laid upon the reading. In the grammar work the more difficult syntactical constructions are mastered. At the end of this year the student is expected to read French slowly but accurately. He should be able to get along without his grammar, though not yet without his dictionary.

The third and fourth years are devoted to the study of literature. Grammar as a separate part of the work is abandoned, but the instructor calls upon the student from time to time to explain unusual constructions. The following courses in French literature are offered:

Classic Prose.—This includes works and selections from the great prose writers of the seventeenth and eighteenth centuries.

Classic Drama.—In this course the masterpieces of Corneille, Racine, and Molière are studied.

The Romantic School.—The subject of this course is the movement against classicism culminating in the revolt of 1830. The characteristic works of the leaders are read.

Old French.—The aim of this course is to introduce the student to the French literature of the middle ages. Extracts from the *Chanson de Roland*, the whole of *Aucassin et Nicolette*, some of the *Lays of Marie de France*, and selections from the *Cligès of Chrétien de Troyes* are read. Gaston Paris's manual, *La Littérature Française au Moyen Age*, is studied collaterally.

The recent war has aroused a new interest in things Spanish. The fact that our commercial relations with the Spanish-American republics are growing closer every day is another argument in favor of the study of their language. An elementary course in Spanish is offered. Next year an advanced course will be given, in order to enable students to learn something of that wonderful literature about which practically nothing is known in this country.

A class in elementary Italian, three hours a week, has hitherto been organized in alternate years. Beginning with 1899 this course will be offered every year.

French is taught in some of the high schools of this State, and it is possible that Spanish may be within a short time. The department will always be glad to enter into relations with such schools, and to consult with them in regard to text-books, courses of study, and methods of teaching.

DEPARTMENT OF GERMAN.

The work in the German department is intended to serve three distinct purposes:

1. The student who selects German as a collateral study, that is, as an element of general culture or as an auxiliary in the pursuit of other studies, is to acquire a ready understanding of the written language and a certain knowledge of some literary masterpieces. The first two years are devoted to this purpose. Grammar is studied systematically, yet with constant reference to and practice in the real, living language; a correct pronunciation is insisted upon as essential for the right understanding even of the written language, and for the same reason conversation is practiced so far as time permits. The reading material is selected primarily with a view to teaching the language, though as soon as practicable good literature is read rather than inferior material of no cultural value and of doubtful esthetic merit.

2. Students who do the four years' work required for graduation with German as their major subject should be able to conduct successfully a three years' course in German in high schools and similar institutions. They should be quite familiar with the German grammar, and have a good, fluent pronunciation as well as some readiness in the use of the spoken language; they should understand literary German correctly and have an exact knowledge of many of the masterpieces, as well as a fair acquaintance with the history of the literature. The work during the latter two years of the undergraduate course consists therefore of a continued practical study of the grammar by means of composition and essays in German; besides, a minute study of literary masterpieces is carried on continuously and a year's course in the history of the literature, classical and modern, is given. The courses are conducted more and more exclusively in the German language.

3. Those who take the full work, graduate and undergraduate, that is offered in the department, are prepared to give efficient instruction in the German language and literature, and they are also led to undertake some original investigation in a subject to which they have given their main attention. The subjects of postgraduate study depend mainly upon the tendencies of the student, and personal direction of the individual student in his own work more and more takes the place of class work. A fair knowledge of history, Latin, Greek, and especially of old and modern English is essential for the successful pursuit of postgraduate work in German, as, on the other hand, much of the advanced work of this department will be found indispensable in other studies, especially in that of the closely related English language and literature.

ENGLISH.

The work of the department of English falls into three natural divisions: language, rhetoric, and literature.

An elementary knowledge of English philology is regarded as essential to the student who would master the spirit of our language and literature. Each student, therefore, who makes a special study of English is required to take at least one linguistic course, the history of the English language. Two courses in Anglo-Saxon, or Old English, and a course in Middle English are also offered each year. From time to time a course in historical English grammar is given.

In rhetoric, or composition, the object is to teach the student to express himself effectively. The regular work begins with a course in narration, description, and exposition. This is required of all students who make English their major subject. Students who distinguish themselves in this class may be admitted into an advanced course, which has as its specific purpose to stimulate original production on the part of those who appear to have some literary instinct. Under the head of rhetoric comes also a course in the theory of teaching composition and literature. This course is open to all students who have taught English or who intend to teach it, and the discussion of problems and the exchange of views and experiences have proved valuable to the University in bringing it into closer contact with the high schools of the State. Courses in public speaking—debate and the more formal address—are offered. The University does not strive to produce "orators", but encourages its students to learn to express themselves in public easily and unostentatiously.

The entrance requirement in composition is simple and yet effective. No student is admitted free of condition unless he can write clear and correct English. Students who fail to pass this entrance examination in English composition are required to take at once the course in conditioned composition, and to continue in the class until they are fairly proficient in the use of their mother tongue. This examination has a definite value to the high schools as well as to the University. In the past five years the candidates for admission have shown steadily increasing proficiency in the use of English. In 1893 and 1894 twenty per cent of the candidates passed the examination; in 1898 nearly forty per cent passed. This means that within the past few years the high schools of the State have nearly doubled their effectiveness in the teaching of composition.

In literature, the department offers courses covering the more important epochs and authors. An elementary course in Scott, Shakespeare, and George Eliot leads the student to the study of poetry, drama, and fiction. Accompanying this are elementary courses in American literature, in Tennyson, Browning, and Matthew Arnold, in Shakespeare, and in Chaucer, Spenser, and Milton. English prose style—Macaulay, De Quincey, Carlyle, Newman, Arnold—is made the main study of the second year. The critical study of poetry begins in the third year. Wordsworth, Coleridge, Byron, Shelley, and Keats are read. Courses in eighteenth century literature, in textual criticism, and in metrics, rank with the work of this year. The fourth year's work deals with Elizabethan and pre-

Shakespearean drama. A literary seminary for the encouragement of original research is open to graduate students.

The aim of the department is to give to its students an elementary knowledge of the development of the language, a proficiency in the art of expression, and a genuine appreciation of literature. These things cannot be attained without careful and sympathetic study. Especially in the study of literature the student must bring his intellect to bear on what he reads. When literature is understood, the love of it will follow.

The department hopes to send out into the State young men and women of literary insight, sympathy, and judgment; to whom all that is good in literature old and new will constantly appeal, and in whom the forces that make toward true culture will find defenders discriminative, ardent, and modest.

HISTORY AND POLITICAL SCIENCE.

The work of this department is presented under three heads:

1. European History.
2. American History.
3. Political Science.

Political science is here used to denote the body of knowledge relating to the science of government. The department devotes itself to the teaching of history and politics, including the study of political philosophy and theory, practical and comparative politics, and international law.

During his University career a student may pursue the study of history and political science for four consecutive years, although only three years of consecutive study are required in the department for graduation. In addition to the three years, however, the student must have had a year's work in the allied department of economics and sociology. The scheme for study is indicated by the following curriculum of the department.

I. Introductory Course.—Greek, Roman, and Medieval History. This course is offered as an elementary course for all students of history whether specializing in this department or not. It is a course of five hours a week throughout the year, covering the general field of history, and is intended as a culture course offered as the minimum essential of historical study to a liberal education. It involves a study of the following subjects:

(a) Greek History.—So much of modern culture in art, literature, and philosophy starts with Greece that it is found necessary to offer the students of the University an opportunity for more thorough and liberal study in this field than is usually obtained in the high schools. Under the conviction voiced by the committee of ten that "the work of the European world was mapped out in Greece, and here direction was given to human effort perhaps forever", the department designs to cover the field of ancient Greek life, and especially the life of the Greek state, in its political, constitutional, military, literary, social, and economic aspects.

(b) Roman History.—The history of Europe, in its political and national aspects, has its beginnings and early development in the history of Rome. The course designs to show the influence of Roman power, administration, organization, and laws upon the states of modern Europe.

How Europe came under Roman sway; Rome's men and methods, and her influence in war and government; and how, at the dissolution of the empire, Roman and Teuton struggled for mastery, are the chief themes coming within the scope of the course.

(c) *Medieval History*.—In this period we find the three elements, Roman civilization, Teutonic barbarism, and the Christian religion, fusing to make the modern world. It is a period of institutional life, when individuality is largely lost and men are merged in the class, the commune, the guild, or some other organization. Therefore the institutions of the middle ages receive special attention. The church and the holy Roman empire, and the competition between these two great world institutions for power; the Germanic tribes and their migrations and influences; chivalry, feudalism, knight errantry; the crusades; the rise of cities; the influence of universities; the formation of European states from the ruins of the Carolingian empire; these and other extensive subjects are treated of in text-book work and lectures, supplementary readings and class reports.

II. After this first year's work, running every day through the year, the student is offered a number of elective courses. He may pursue more special and intensive study in one of several lines.

1. *Medieval Europe*.—He may follow the history of later Medieval Europe in more detailed study by two courses.

(a) *The History of France to the Reign of Francis I.*—This course is designed to afford the opportunity for a detailed study of (1) the institutions of Medieval Europe, in connection with the history of that country in which they received their earliest and fullest development; and (2) the processes whereby the feudal type of society was transformed into the modern state.

(b) *Renaissance and Reformation*.—These terms are used in the broad sense—the course covers the years from 1300 to 1648. The first term is devoted mainly to tracing the decay of the medieval system both in church and state, the breaking down of the empire and papacy as world institutions; the rise of the new political philosophy in the writings of Marsiglio of Padua, and William of Ockham; the influence of the Italian humanists as the starting point of the renaissance; the German Reformation; the life and work of Luther, Melancthon, Zwingli, Calvin, and other reformers, the course concluding with a consideration of the religious wars in France and Germany and the revolt of the Netherlands.

2. *Modern Europe*.—The student has before him, also, for special study, another elective line. If it seems best to his adviser and for the purposes of the student he may become a special student of modern European history.

The design of the work in modern history is not only to furnish a knowledge of the facts about the great movements since the Reformation, but to introduce the student to the problems of life and politics as worked out on the lines somewhat parallel with our own, but under different circumstances. France and Germany are taken as the typical continental states, and the whole course is centered around these. The work in modern Europe is grouped under four distinct courses.

(a) *A General Introductory Course*.—This is designed to give a survey of the whole modern period, and is offered especially for teachers and

others who cannot take the other more special courses, and for special students in history who are preparing for the advanced courses.

The advanced work in modern Europe includes the three following courses:

(b) *Modern France*.—Three hours a week throughout the year. France is conceived of as embodying in her history the struggle for the realization of democracy. The old regime is studied with special reference to its bearing on the great revolution. In the study of the revolution attention is given not only to the dramatic character of the events, but especially to the beginning and growth of democratic ideas in politics and education. France, since 1815, is of particular interest in its struggles for the realization of democratic ideas as opposed to those of reaction and special privilege.

(c) *Modern Germany*.—In the study of German history the guiding principle is the growth of the idea of federal unity amid hostile conditions. Particular attention is given to literary and educational forces in their effects on the final unification of Germany; and the points of similarity and contrast between German and American federal institutions are emphasized. With both France and Germany the growth of culture is given a place equal to that assigned to the growth of institutions, as it is thought that their history has an especial value in bringing the student into contact with the larger life of the modern world. A knowledge of the institutions of these nations is valuable as a training for citizenship; but an acquaintance with their intellectual and moral movements is a preparation for larger living and thinking.

(d) *Historical Geography*.—This is a course usually taken in connection with one of the other two advanced courses. It is especially designed for teachers, and it takes up some of the fundamental questions of the relation of environment to political and institutional growth, the territorial development of the chief states, the working of the principle of nationality, and the consolidation of political groups. It is also concerned with the questions of colonization and commerce in the newly opened regions.

3. *English and American History*.—After completing the introductory course on the general history of civilization the student may turn to still another line of elective and special study, namely, to English and American history. The courses in these lines may be thus briefly described:

(a) *Political and Constitutional History of England*.—Three hours a week throughout the year. The English system of government in its framework is considered in detail, and from the conflict of King and Parliament there is traced the evolution of parliamentary government. This course is usually carried with the course on

(b) *American History to 1789*.—Two hours a week throughout the year. It involves a study of the political life of the English Colonies in America. The causes of the American Revolution, and the formation of the Constitution of the United States; the growth of American political ideas and institutions, the controversy between the Colonies and the mother country, the beginnings of nationality, are themes receiving special attention.

(c) *American Political History, 1789-1876*.—Three hours a week throughout the year. This involves a study of the development of the

United States Constitution and government from Washington's administration to the close of the Period of Reconstruction. It is designed to enable the student to continue the study of the progress of Anglo-Saxon politics throughout their development in America. The history of parties, of domestic and foreign controversies, of the chief measures and social forces of the State, form the basis of study.

(d) American Political Orations.—Supplementary to the foregoing, a course of two hours throughout the year is offered on the chief specimens of political oratory—selections chosen with reference to their value in throwing light upon the important epochs, issues, and men in American history. The course includes speeches from such representative statesmen as James Otis, Samuel Adams, Patrick Henry, Ames, Hamilton, Madison, Webster, Clay, Calhoun, Benton, Seward, Sumner, Chase, Douglas, Lincoln, Phillips, Curtis, and others. This course is designed to inculcate not only a knowledge of the vital issues of the past, but to stimulate a suitable public spirit touching the issues of the present and an intelligent and patriotic interest in the questions of state and the problems of citizenship. Leading measures of a century of national history are brought under review in connection with the great men who have promoted these measures and contributed to the making of our history. Biography is thus closely connected with history.

III. In connection with his historical study, the student in history is encouraged and expected to pursue certain selected courses in political science. These are selected with adaptation to his needs and purposes from the following courses:

(a) Anthropology.—This is offered as a course introductory to more advanced work in political science. More emphasis is placed on questions relating to primitive social, industrial, religious, and political conditions than on technical matters of race distinctions or speculative questions of race origin and antiquity. The main purpose of this course is to prepare for the more advanced student a foundation for a proper understanding of the evolution of institutions. A study of "origins" is deemed essential to a comprehensive knowledge of subsequent development.

(b) History of Political Institutions.—The course in Anthropology is followed by a study of Wilson's *The State*, which may be described as a study of the political institutions, or constitutions, of leading states, ancient and modern, by means of the historical and comparative methods. The main object of the course is to acquaint the student with the facts of institutional growth and decay and to discover their laws, if any such there be. A special analysis is made of the more recent constitutions and political tendencies of European states, and it is believed that a knowledge of the world as politically organized and administered at the present day is at least as important, from an educational point of view, as a knowledge of the constitutional antiquities. The problems of the present are kept constantly in view in studying the institutions of the past.

(c) The Theory of the State.—This is a course in political philosophy. It is divided into two parts: (1) The more solid and essential study of questions relating to the nature and origin of the state, the forms of government, etc., which follows (2) a review of the history of political ideas, each student making a special study of some one political philosopher.

None but mature students or students well prepared by a previous study of the facts of institutional life and development are encouraged to undertake this work. The main purpose of these studies in political philosophy is not to create a class of doctrinaires in politics, but to encourage and stimulate real thinking on political topics and to enable students to grasp and apply fundamental principles in matters of government, and to enable them to distinguish transitory forms of government from fundamental ideas and tendencies.

(d) *International Law and Diplomatic History.*—Public as well as academic interest in this subject has greatly increased within the past few years, and is bound still further to increase in the near future. Within three years the classes pursuing these themes have more than doubled in Indiana University. Attention has recently been called to the importance of this subject by Mr. William T. Harris, the United States Commissioner of Education, and our government has intimated that a greater knowledge of international law will in the near future be required of candidates for our consular and diplomatic service. It is now better understood that America cannot in future pursue a policy of national isolation. If new political and diplomatic relations are to be assumed with European powers in the Far East, a great impetus will be given to the study of diplomacy and international law. The need for trained experts in these fields—a need which, indeed, has been long felt—will assert itself more vigorously and persistently than ever before. It is believed that the University should supply this need and afford the young men of Indiana an opportunity for a liberal course of study and reading on these lines. International law has a value for the mental training of young men, which may perhaps be described as unique in its kind. Aside from the practical value of the information which it conveys, the study on the one hand gives to the student of the liberal arts a training in the grasp and application of legal principles and a considerable degree of familiarity with legal methods; on the other hand, it brings the professional student in touch with the larger issues of national policy and history, more especially of diplomatic history, while furnishing an essential contribution to his legal knowledge and training. The aim at Indiana University is to cultivate an interest and intelligence in public law and international relations. The attempt is made to present the subject matter in such a manner as to enable the student to acquire a practical as well as a theoretical knowledge of the subject. To that end cases are studied for purposes of illustration and application of general principles. These, however, are used as merely supplementary to the study of standard texts, lectures by the instructor, and class-room discussions and reports.

It is believed that the study of diplomacy and of international policy should precede, follow, or supplement that of international law. To that end a course of lectures on diplomatic history is given.

(e) *American Politics.*—This course, based on Bryce's *American Commonwealth*, offers a study of the government of the United States, state and national, and of the American party system. The structure of the Federal Government and its relation to that of the States; the President and the Cabinet; the Senate and its workings; the House and its procedure; the national judiciary; political parties and their machinery; these

topics indicate the nature of the themes studied in the course. The attempt is made to cultivate an interest in politics, and consideration is given to the ethics and duties of citizenship in the discussion of political topics and problems of current interest.

IV. The most advanced work in history and political science is conducted in a seminary, or conference, of the advanced students and the teachers of the department—a course designed to meet the needs of those carrying on research work within this field. Each student who is deemed competent to elect this course is given a topic on which he is expected to conduct a thorough investigation under the personal direction of some one of the instructors of the department. There are weekly conferences between the student and the instructor, and the results of the investigation are expected to be given before the weekly conference of the seminary. Generally, only graduate students, or those who have studied history for three years, are expected to follow this course.

ECONOMICS AND SOCIAL SCIENCE.

Students who select Economics and Social Science as their major subject are required to take twelve terms of daily work in the department of Economics and that of History and Political Science. At least six terms of this work must be done in Economics and Social Science and three terms in History and Political Science. The remaining three terms may be selected either from the department of Economics or from Courses 5, 21, 23, 24, and 26 in the department of History and Political Science. Students who intend to specialize in Economics are advised to take the required three terms of history during the first year of their University course. The usual sequence of studies is as follows:

First year: History, Courses 1, 2, and 3.

Second year: Economics, Courses, 1, 2, 15, 11, and 13.

Third year: Economics, Courses 4, 6, and 9.

Fourth year: Economics, Courses 3, 5, 7, 8, and 14.

The substitution of the elective three terms in History and Political Science may be made in either the third or the fourth year. The student is advised to take additional work in history, political science, ethics, and psychology, so far as it is possible. The object of the department is to furnish a broad preparation for work in law, journalism, charities, for the public service, and for future specialization in economics or sociology. See Indiana University Catalogue.

PSYCHOLOGY, PHILOSOPHY, AND PEDAGOGY.

I. COURSES IN PSYCHOLOGY.

Elementary Psychology.—Designed as an introduction to the science of psychology. Physiological psychology; structural and functional substrate of mental activity; composition and general plan of the nervous system; growth relations of brain and sense organs. Demonstrations by diagrams, charts, models, and fresh preparations of tissue of nervous system. Physiology and psychology of sensation and perception. Frequent

demonstrations and class experiments. General principles of psychology, also illustrated by demonstration and experiment. Some applications of psychology to education and sociology.

Experimental Psychology. Practice Course.—Includes an experimental study of sensation and perception, a brief course in physiological psychology, studies of memory, imagery, attention, suggestion, and individual



Research Room, Psychological Laboratory.

differences. Effort is made to afford students facilities for acquiring acquaintance with the points of view, the problems, and the methods of modern psychology.

Educational Psychology and Genetic Psychology.—Use has been made of the laboratory also for courses in educational psychology and child study. Among the topics so treated have been: Individual differences and the correlation of activities, memory and memories, practice and interference, educability, association, conditions of mental activity, attention, emotion, instinct, and suggestion, including hypnotism, psychogenesis, etc.

Neurology.—Study of structure and function of the nervous system as a whole. Embryology; psychological significance of increase in organization of nerve cells; of relative size of different parts of brain in various animals. Relation of brain weight, number of cells, fibre content, etc., to intelligence. Localization of brain functions, methods, results, problems; statistics of brain surgery. The laboratory is equipped with charts, diagrams, models of brain and nervous system of man and animals, in-

cluding an Auzoux model of the human brain; for dissection, microscopes and dissecting instruments; also a considerable number of mounted specimens of nerve tissue for microscopic examination.

Mind and Body.—Continuation of course in neurology. The more important conditions of mental activity. Includes such topics as influence of blood supply, alterations in circulation, respiration, and temperature accompanying mental activity. The phenomena of fatigue and rest. Influence of drugs and poisons on mental activity. Special studies of effects of alcohol, coffee, tea, bromides, etc. Phenomena of sleep, hypnotism, and suggestion. Survey of facts and claims of "psychic research", such as thought transference, hallucinations, etc. Critical examination of evidences for the same.

Morbid Psychology.—Brief course supplementary to that on mind and body. Conditions of mental health. A brief outline of mental diseases. Some of the more general causes of morbid mental states. Pathological conditions, and especially local lesions of the nervous system underlying these. Aphasia, insistent ideas, diseases of memory, will, personality, are among the topics studied. Psychology of degeneracy, idiocy, imbecility. Lectures, conferences on literature, and when possible demonstration of typical cases.

Comparative Psychology.—Psychology from the more comprehensive standpoint of evolution and heredity. Consciousness in man and animals. The nervous system, in the scale of organisms, in its relation to intelligence. Observation and interpretation of animal activities. Development of instincts, habits, and intelligence; order of unfoldment in various animals. Plasticity of instincts and habits. Significance of imitation and intelligence in the struggle for existence. Psychology and pedagogy of animal training. The laboratory contains an incubator and other equipment necessary for the isolated hatching and experimental study of such young animals as the chick, pigeon, duck, etc. Lectures, demonstrations, conferences on literature, observation of selected animals.

Seminary for Current Literature.—Designed to acquaint the student (1) with the chief periodicals devoted to philosophy, psychology, and neurology; (2) with the problems of greatest contemporary interest. Studies of institutions and biographical sketches of contemporary thinkers are also included.

Reading of Psychological Literature.—Laboratory work is supplemented by critical reading of Wundt, James, Ladd, Külpe, Dewey, Cattell, Hack Tuke, Stout, Lloyd Morgan, Romanes, Kraepelin, Moll, Ribot, Mercier, Donaldson, Charcot, Golgi, Koelliker, Cajal.

The psychological laboratory embraces two large and three small rooms. It is supplied with water, gas, electric light and power, and with a good outlay of apparatus for practice and research work. The following, among many things, may be named. For the senses: Zwaardemaker Olfactometer, Verdin Esthesiometer, Frey Hair, test weights for psychophysical law, perimeters, color mixers, pseudoscope, Wheatstone stereoscopes, with cards for the same; charts for the study of visual space perception, Galton bar, illusion weights, monochord, Galton pitch pipe, vibrator for lowest audible tone, set of forks for highest audible tones, set of forks

for differential threshold, set of Appun forks, set of vowel forks, Helmholtz resonators, an organ, rotation table. For reaction time experiments: the Hipp chronoscope and a pendulum chronoscope of special design (made in department), together with the necessary electric keys, commutators, drop machines, etc.; also two clocks for giving various intervals in experiments by the continuous method. For graphic work: the Marey and Ludwig kymographs, a continuous paper kymograph, a simple spring kymograph, an electric fork, Kroenecker interrupter, with necessary receiving, transmitting, and writing apparatus, Mosso plethysmograph, pneumographs, Verdin radial and carotid sphygmograph, Runne sphygmograph. For the study of movement, myographs, a tapping machine, and a general ergograph of special design (made in department). For memory and associations, a machine of general utility for experiments according to the Ebbinghaus method, together with the necessary syllable series, etc. Miscellaneous: apparatus for testing the competitive instinct (made in department), apparatus for testing the force and direction of movement simultaneously, an incubator, dissecting outfits, dissecting microscope, high-power microscopes. Charts and models, charts illustrating the main facts about the structure, growth, and function of the nervous system, an Auzoux model of the brain, and plaster casts of the brain. Work shop, reed lathe with screw-cutting and gear-cutting attachments; emery wheel, tools for iron and metal work, blow pipe. The shop is used for repair work and for the construction of new apparatus. The most important pieces thus far made are a compound interrupter with drum and escapements for use in memory experiments, a simple interrupter, a pendulum chronoscope, and an ergograph of new design.

Research.—Some of the problems for research carried on by advanced students have been the following: The influence of the rate of mental work upon the quality and quantity of such work; the dependence of the development of muscular strength upon the degree of fatigue incurred in practice; the correlation of different mental processes; emotional excitability of children; somatic resonance for pieces of literature of different kinds; the dynamogenic force of praise, blame, depression, pleasure; silent and oral work; imagery of children; the perception of motion; fatigue and practice curves for different ages; the variation of motor ability from youth to old age; the curve of memory for foreign words, from youth to middle life; pain sensibility; practice curves in learning to read a new language; children's interests as shown by their memory of the last year's reading; the dynamogenic influence of competition; studies in the telegraphic language.

II. COURSES IN PEDAGOGY.

The courses in this department may be arranged into three groups, the first including the science, history, and philosophy of education; the second, observation and practice work; the third, the investigation of special educational problems.

In the first group we have:

I. Elementary Pedagogy.—Especial attention is given to matters of immediate application in school work in the fields of methods, school management, and the present problems of education in Indiana.

II. History of Education.—Education in Greece, Rome, Alexandria, and the East, especially Palestine, and the rise of Christian schools (fall term); the reforms of Charlemagne, the confluence of Greek, Roman, Hebrew, Arabic, and Teutonic culture; the rise of universities, and the early reformers (winter term); the works of late reformers (spring term). Reading of and reports on the chief educational classics, and a study of the actual conditions of education from ancient to modern times.

III. Modern School Systems and Problems.—A study in comparative pedagogy. The recent history, organization, statistics, methods, and problems of all grades of instructions, especially in Germany, France, England, and the United States. Education in Germany, France, and England (fall term); general history and statistics of education in the United States (winter term); reports of committees of ten and fifteen, with a comparative study of the curricula of different countries, states, and cities (spring term).

The last two courses will be seen to be a comparative study of past and present educational conditions and theories, respectively; they are designed to furnish material and methods for those who may wish to secure a wider and more independent basis for pedagogical inference and for practice. In the second group the work has been limited so far to observational studies of two kinds; first, general observation with conferences (Course V); second, the investigation of special problems, such as hygienic conditions, the defective in mathematics, etc. (part of Course IV).

The work in the third group (Course IV) is for advanced students, and consists of a somewhat extended study of some general topics, such as the history of methods, school hygiene, and child study, and of some piece of investigation or other advanced work. These special studies may be made in the laboratory, library, or schools of the State. To the examples already given of such laboratory studies we may add as illustrations of the other kinds of work done in this course the translation of Kotelmann's *Ueber Schulgesundheitspflege*; a comparative study of boards of education; the history of examinations; the habits of work and methods of study of high school pupils in some cities in Indiana.

The Pedagogical Museum.—Provision has been recently made for a museum to illustrate the work of the department of Pedagogy. It will consist of a collection of text books, school furniture, pictures, charts, and other school apparatus from Europe and the United States, of instruments for hygienic tests and anthropological measurements, and of records collected in pedagogical investigations.

III. COURSES IN PHILOSOPHY.

1. Elementary Logic.—A brief course is given in the elements of deductive and inductive logic.

2. Elementary Ethics.—Lectures, and readings from ethical literature.

3. History of Philosophy.—The history of philosophy is viewed primarily as a part of the general history of culture. Selected classics in ancient and modern philosophy are made the basis of a two years' course. The interpretations of the standard historians of philosophy are studied in connection with the original writings. Attention is given to the influence of philosophy and other forms of culture upon each other.

MATHEMATICS.

The requirements for admission now include algebra, through quadratics, and plane and solid geometry. Power to do is of more importance than mere technical knowledge. The students best prepared are those who have got from algebra some considerable insight into the general principles and who are thus able to recognize type-forms in whatever particular dress they may appear; and who have so learned the truths of geometry that they are able to apply them readily in the solution of exercises and original problems.

The University requires one year's work in mathematics from all students who are candidates for the degree A. B. The purpose of this year's work is to give the training that peculiarly belongs to mathematics. Generalization, concentration, and logical reasoning are constantly kept in mind by the instructor as the goals toward which the student must constantly strive. The fall and spring terms are given to algebra and the winter term to trigonometry. In the algebra special attention is given to the fundamental laws, factoring, literal equations, quadratics, binominal theorem, irrationals, imaginaries, series, convergency and divergency, and determinants. The trigonometry is studied mainly from the analytic side. It is taken in the middle term of the year in order that the student may use it in his study of series the spring term.

The second year's work includes conic sections, elementary differential and integral calculus, curve tracing, and hyperbolic trigonometry. This year is intended for those students who make mathematics their major and for such other students as expect to study physics or astronomy. The course in curve tracing is a one-hour lecture course. The principal historic curves, especially those relating to the trisection of the angle and the duplication of the cube, are considered both geometrically and analytically. This course supplements the four-hour course in conics. Hyperbolic trigonometry is also a one-hour lecture course, supplementing the course in calculus.

Students who make mathematics their major take during the third year advanced calculus and theory of equations, and during the fourth year differential equations, solid analytic geometry, theory of functions, and theory of surfaces. The department also offers a considerable amount of elective work. Courses are generally given yearly in surveying, modern pure geometry, modern analytic geometry, projective geometry, and theory of groups.

The mathematical library is well supplied with the standard texts and the collected works of the great mathematicians. It also contains complete sets of Runkle's Mathematical Magazine, The Analyst, The Annals of Mathematics, The American Journal of Mathematics, Bulletin of the N. Y. Mathematical Society, Bulletin of the American Mathematical Society, Quarterly Journal of Mathematics, The Acta, Die Annalen, and Liouville's Journal. It is hoped to have in a few months a complete set of Crelle, and also of the Mathesis. All the leading mathematical journals are taken. The department is also well supplied with the best German models of solids and surfaces.

All the men in the department have had experience in public school work and all are graduates of Indiana University. Two are graduates of the State Normal, three have done graduate work in Chicago, two in Clark, two in Pennsylvania, one in Leipsic, one in Harvard, and one in Stanford.

MECHANICS AND ASTRONOMY.

The courses in astronomy, designed for general culture rather than as a training for the professional astronomer, are as follows:

1. A course in descriptive astronomy, designed to familiarize the student with the general facts of the science, but more particularly with the instruments and results of modern research. Some of the pending problems of astronomy are formulated, and the methods pursued by men of our generation for their solution, explained. The subject matter of this course is given by lectures, illustrated by lantern slides and pictures.

2. A course in current astronomy is given each year in anticipation of some notable astronomical event. For example, this year (1898) a course in meteors is given, and in 1899 a course on solar eclipses will be offered, because of the total eclipse of the sun in May of the following year.

These general courses serve also as a basis for more advanced and technical ones, which are designed to familiarize the student with the use of astronomical instruments, with the methods of computation, and in connection with the courses in mechanics, to furnish a mathematical basis for investigation in gravitational astronomy. A course in practical astronomy treats of the applications of astronomy to geodesy, and of the problems of the "old astronomy," while the department of Physics offers courses in light, and practical work in spectroscopy.

The courses in mechanics are, in the main, treated as a branch of applied mathematics. They are designed for students who are to pursue technical courses or investigations in celestial mechanics.

The department has a lecture room, a dark room, a small observatory, and a transit house. The lecture room is provided with blinds and a Colt electric lantern. The department possesses a number of lantern slides from negatives made at some of the best observatories in the country, which serve to illustrate fairly well lunar, solar, planetary, and nebular astronomy.

The observatory is a small frame building. It contains a Browning equatorial telescope of four inches aperture, and two small photographic instruments. The transit house is provided with a sidereal chronometer, and a Bamberg portable transit mounted on a brick pier.

The department receives telegrams of announcement of discovery, the earliest printed information concerning results of astronomical investigation, and the leading astronomical journals of America and Europe.

PHYSICS.

The work of the first year consists of lectures and recitations three times, and laboratory practice two times, a week. The lectures of the fall term are upon the subjects of mechanics and heat; of the winter term, upon magnetism and electricity; and the spring term, upon sound and light. The subjects for the winter and spring terms are interchanged in alternate years to accommodate students who can attend the University during spring terms only. Deschanel's Natural Philosophy, or some simi-



Department of Physics, Advanced Laboratory.

lar text-book, is used as a basis for the work. Almost every experiment mentioned in the text, together with many others, is performed before the class. The laboratory work is wholly quantitative, and is individual. There are no laboratory classes.

The work of the second and third years is laid out along three lines—general experimental physics, mathematical physics, and applied physics. The first line of work is intended for the general student and teacher. It includes lectures, text-book and laboratory work, and a more detailed study of general physics than was possible the first year.

The second line of work is intended for advanced students in mathematics, astronomy, and mathematical physics.

The third line is offered to technical students, and to students preparing to engage in some branch of engineering work. One year of the course is given to the study of applied electricity and dynamo electric

machinery, and to shop work. The former includes the calibration and standardization of electrical instruments; the measurement of resistances, capacities, and inductances; tests of efficiency of dynamos, motors, and transformers; electric light photometry; a study of steam engines by means of indicator, planimeter, tachometer, etc., and related subjects. The shop work consists of pattern-making, the use of lathe, shaper, milling machines, and other apparatus.

A course of experimental lectures one hour a week on recent advances in physical science serves to keep the students in touch with scientific thought and progress by giving work which is too new to have found its way into a text-book.

Two years of graduate work are offered. The text-book work consists of a thorough study of Preston's Theory of Light, and of some advanced text on mathematical electricity. Maxwell, Mascart and Joubert, and J. J. Thompson, have been used. The laboratory work consists of a study of advanced laboratory methods and the repetition of some classical experiment with all its details. An original investigation of some problem is then undertaken. The facilities for this kind of work have been recently greatly improved and extended, and the department desires to emphasize it more than has been possible in the past.

CHEMISTRY.

The department occupies about twenty rooms in Wylie Hall as general, special, and private laboratories, library, auditorium, balance room, stock-rooms, etc. The general laboratories comprise five large, well lighted rooms, equipped with workstands capable of accommodating 145 students, each with six feet of table space. Each room is connected with a ventilating apparatus which insures the immediate removal of offensive and injurious gases. The entire equipment of the laboratories has been imported from Germany and is such as to facilitate chemical work without loss of time.

The departmental library contains 500 volumes, selected with a view to reference work and collateral reading. The courses are outlined to cover a period of four years, and the work is so arranged that the student's time is about equally divided between lecture work and laboratory practice. There are no classes in the laboratories; each student works independently. As an introduction the student attends daily lectures, with weekly quizzes, upon general inorganic chemistry. These lectures are illustrated by experiments and are intended to acquaint the student with the fundamental principles and laws of chemical combination and with the nature and properties of the common elements, and to fit him for intelligent and successful laboratory practice in general experimental chemistry and qualitative analysis. The laboratory work in experimental chemistry gives the student practice in preparing and executing experiments. It is essentially a course to aid those who may have to demonstrate elementary courses in chemistry in the secondary schools.

The course in qualitative analysis of inorganic bodies includes a study of the deportment of the common metals and acids toward reagents; their group classification and their identification in mixtures. The practical

work is supplemented by weekly lectures. A comprehensive drill is given in the analysis of salts, natural products, and alloys, and in the preparation and purification of inorganic salts. The making of these preparations is designed as a forerunner of quantitative work. Further, it is hoped to give the student a bit of insight into the subject of chemical technology and, at the same time, better fit him for the operations in the organic practicum.

The laboratory practice in quantitative analysis consists in separating and estimating metals, acids, water of crystallization; a complete analysis of limestone, etc., until the student becomes skilled in manipulation. The subsequent work embraces the sanitary examination of water and air, analyses of clays, iron, zinc and copper ores, cements, iron and steel, fertilizers, mineral water, assays of gold, silver and lead ores, etc. The practical work of the two terms is supplemented by collateral reading and weekly lectures on the theory of analysis, together with the calculation and interpretation of results. During the work in quantitative analysis lectures in organic chemistry are introduced and continued during two terms, thus enabling the student to complete his general chemistry at the end of the second year. The work consists of illustrated lectures, with fortnightly quizzes, surveying the general properties, synthesis, and economic value of the important groups of the fatty and aromatic series of organic bodies. This essentially theoretical study equips the student for appreciative work in the organic practicum during the following year.

The practice in organic chemistry consists in the preparation and purification of about eighty compounds selected from the methane and benzol series for the illustration of the more important synthetic reactions. In



Chemical Institute, Bacteriological Laboratory.



Chemical Institute, Qualitative Laboratory.

connection with this practical work the student attends lecture courses on the history of chemistry, on selected chapters in theoretical chemistry, and on the preparation of valuable reagents.

The work subsequent to this point in the third year is arranged to meet the special need of the student, i. e., should he purpose to study medicine or mining engineering, to become an industrial chemist or a teacher, courses bearing to such an end are selected. Example: Medical preparatory courses, taken during the fourth year.

1. Toxicology, two terms.
 - (a) Lectures upon the nature and effects of poisons upon the animal organism as observed in cases of progressive poisoning.
 - (b) Laboratory practice in the separation and detection of poisons.
2. Lectures and laboratory practice in the chemistry of foods, including the detection of adulterants in common food stuffs.
3. Physiological and pathological chemistry, two terms.
 - (a) Lectures on the constitution of the human body, of foods, and of the excretions; the chemical transformation of matter in the processes of nutrition and evolution of force.
 - (b) Laboratory practice in artificial gastric and pancreatic digestion; study of blood, fat, egg, liver, urine, etc.
4. Lectures and laboratory work in bacteriology, embracing a study of non-pathogenic and pathogenic organisms; the application of chemistry and bacteriology to sanitary science.

By such arrangement of the courses for the fourth year, it is hoped to give the student a more substantial foundation for professional study along his chosen line. The latter part of the course of a candidate for the degree Bachelor of Arts in chemistry is devoted to the critical study of a method, a literature preparation, or an experimental review of some thesis. This is intended as an introduction to graduate study in chemistry.

Original research is encouraged, but it is insisted that the student must first have a knowledge of chemistry as a science and have attained a high degree of accuracy in his work. Graduate courses leading to the degree Master of Arts comprise advanced work along any of the lines above indicated and a thesis embodying original research. During the past year the following theses for the degree Master of Arts have been accepted and published:

1. Concerning the Decomposition Products of Berberine. L. F. Rettger.
2. Concerning the Effect of Sugar on the Decomposition Products of Albumen by the *Bacillus Typhi Abdominalis*. A. L. Baldwin.
3. Synthesis of a New Member of the Thiophene Family. H. G. Reddick.
4. A new method for the Estimation of Methane and Carbon Monoxide. J. W. Shepherd.



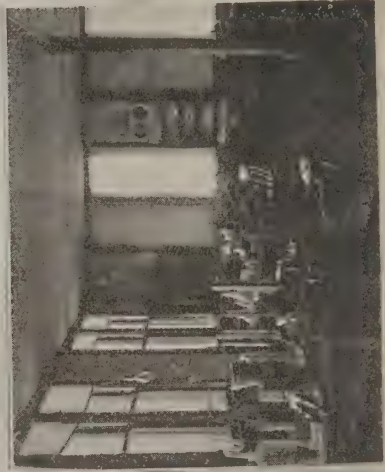
GEOLOGICAL LABORATORY



ZOOLOGICAL LABORATORY



PHYSICAL LABORATORY

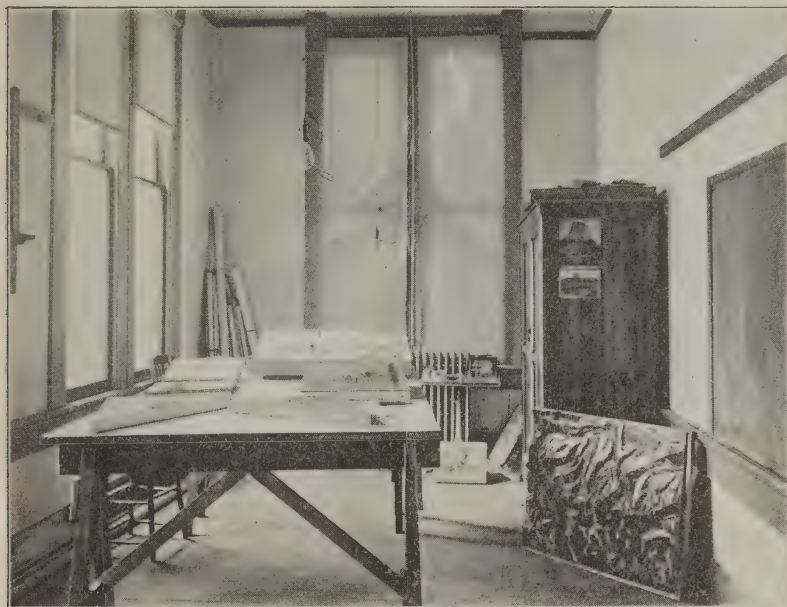


BOTANICAL LABORATORY



GEOLOGY.

The demands of the present day make it necessary, in the training of students for teachers of geology in the secondary schools of the State as well as for expert geologists, to keep two points of view prominently in mind. It is incumbent upon the prospective teacher of geology and especially upon the expert geologist, that he should have, in the first place, acute powers of observation, and, in the second place, marked ability to



Geology Modeling Room

discern the relations of observed fact and to argue logically therefrom. Moreover, the geologist must be competent to delineate his observed facts in an intelligent and accurate manner and portray the economic phase of his subject in such a way that its bearing upon the state and national wealth may be evident and convincing.

With these points in mind, it is the special aim of the department to present to those interested in geological studies, in a general way, as a means for training the observational powers as well as the argumentative faculties, such phases of the subject as may reveal to them the larger dynamic processes at work in nature, their relative importance and relations, together with a correlation of the process with observed fact of geological structure and geographic form. It is the plan of the department to bring the student as early as is consistent with natural progress to accumulate geological facts by personal observation, to describe and make

comparisons, discern the relative importance of related facts, and finally to make critical analyses of the more important topics with special reference to sharp and clear discrimination between fact and theory.

For the benefit of students intending to teach in the secondary schools of the State, special attention is given to the thorough understanding of the more commonplace phases of geological study that may cross the path



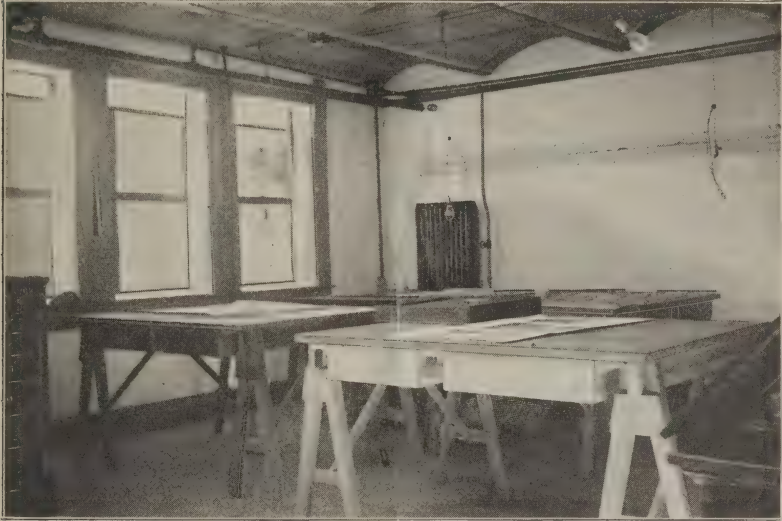
Department of Geology, Class Room.

of the school teacher, such as the sand pit, the quarry, its kind of rock, its structure and fossil contents; the meandering brook, the shape and form of the valley in which it flows lazily along its course, the cliffs and bluffs that may skirt the valley sides or project into the valley; the rich soils, the fine forests, and the ridges which break the monotony of the plains: all these have a geological significance; and all these facts can be used to great advantage in the school room after the proper observations have been made.

The economic side of geology also receives due attention. Opportunity is given to become fully acquainted with the most important ores and rock minerals. The geological and geographical distribution of the ores and building stones, the amount of production, value and bearing upon commerce in general, is treated in detail, as are also the important geological problems connected with the occurrences of gas, oil and fertilizers, and their relations to manufacture and agricultural production.

For students who elect geology as their major subject, it is the desire of the department to train them to become practical and expert geologists. Accordingly, field courses are offered in which such men have an opportunity to become acquainted with the best methods of field work, and of delineating, later, their results in map form, accompanied by necessary

reports. In order to give the student large chances for independent investigation, the department has established a geological survey. At present, problems of stratigraphical and topographical interest form the main subjects of investigation. Students enter this work as "volunteers," and if their interest in the subject is not well founded the fact is soon discovered, and the mistake remedied. The work of the summer is turned over to



Geological Laboratory.

the department and worked up for publication during the college session. The value of the individual's work depends upon the nature of his final report as well as upon his ability to make accurate observations.

In conclusion, then, it will be seen that the main object of the department is to give to the general seeker after geological information such a view as will put him in harmony with the processes that are at work all around him and to discern relations of fact to theory, of cause and effect; for those who wish to go into the intricacies of the subject, special care is taken to afford the kind of training that will best fit them for their calling as professional geologists.

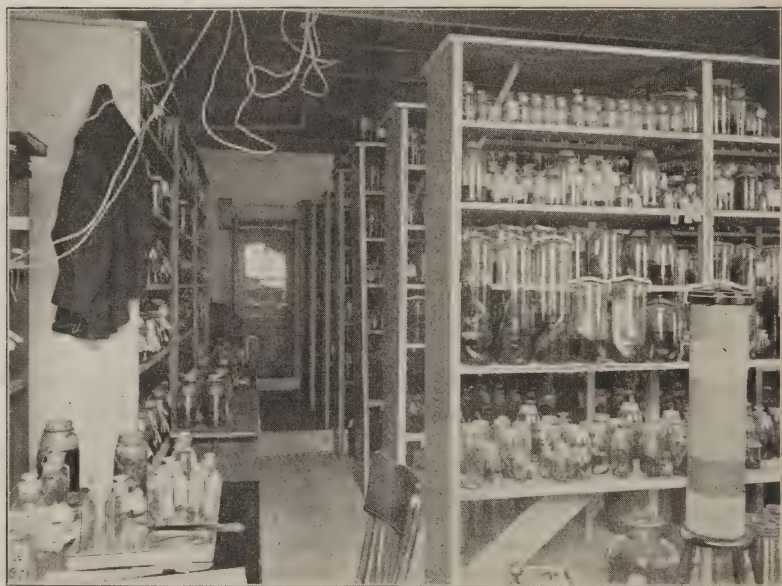
ZOOLOGY.

The zoological department occupies quarters in Owen Hall. There are three laboratories for elementary zoology, for embryology and histology, and for research work, respectively. There is also a room that serves as a lecture room, seminary room, and the professor's laboratory, and a room where the alcoholic collections are kept. The dry collections are stored in the hallways of the second floor of Owen Hall. The equipment of the

department is of two sorts: (1) zoological collections for the study of general and systematic zoology, and (2) apparatus for the investigation of the minute structure and development of organisms.

The collections contain many invertebrates, especially shells. The vertebrates are all well represented, but the only collection of vertebrates that is of more than local interest is the collection of fishes. Of these we have many thousands, chiefly from the Americas and Europe. These fish are now so arranged and catalogued that there is no more trouble in locating any desired specimen than in finding any desired book in a well regulated library. The apparatus for the investigation of minute structures consists of about fifty microscopes, three microtomes, paraffine baths, incubators, tanks, aquaria, etc. A full complement of reagents for treating tissues is also provided. Not least in importance is the Jordan, a small stream running through the campus. The library of the professor, as well as most of the zoological publications of the University, are in close proximity to the laboratories, where the books can be used in the freest way possible, by the students.

The ideals and methods of work of the department as at present organized may be stated as follows: During the first year of the student in the department, about 450 hours are spent in learning to use the eye, hands, and judgment. The work consists of the observation of a series of living forms typical of the various groups of the animal kingdom, and the dissection of the same series to get at their anatomy. Then, field excursions are made to determine the extent and variety of the local fauna and the habitat of each form, and, lastly, systematic zoology, or the consideration



Department of Zoology—Alcoholic Collection.

of those characteristics utilized in determining the relationship and zoological position of vertebrates is taken up. The aim of the whole year's work is to blend as much as possible the morphological work of the ultra-modern laboratory with the natural history work of the older zoologists, so as to produce a well rounded course in biological training.



Elementary Zoology.

The work of the second year begins with the study of the typical cell, the egg. The changes the egg undergoes to prepare itself for fertilization, the process of fertilization, the subsequent division of the egg into a large number of not greatly dissimilar cells, and the arrangement of these cells into the rudiments of the organs of the adult animal, are each considered. This is followed by the study of the changes of the similar cells of the embryo into the cells of the adult highly differentiated to enable them to perform special functions (histogenesis), and a brief examination of the structure of the tissues of the adult. The spring of the year is devoted to the determination of the breeding habits and the modifying influence of the different amounts of food in the egg on the development of the embryo. During this course the student learns the use of the microscope and the various pieces of apparatus used with it, and the methods of treating and preparing fresh objects for examination with the microscope. All of the work of preparation is done by the individual student.

In the third year each student works along an individual line, while usually the lines radiate from the work at the time engaged in by the head of the department. At present nearly all the advanced students, ten in number, are engaged on one subject or another connected with the blind fauna of the North American caves.

It is thoroughly recognized that other courses along beaten paths might, with great profit, be offered during the third year, but it is just as advisable to spend *many* years following the leading strings (Leitfaden of the Germans). Under the circumstances, it is considered by far better for each student to strike out into unknown regions during his third year, even if the distance traveled should prove at the end to be much shorter.

The results obtained in this course, with those of the instructors, are published as contributions from the zoological department of the Indiana University.

The Biological Station.—However well equipped the laboratories of a University may be, the ideal conditions for biological studies and research cannot coexist with university lecture hours and recitation periods. It is universally recognized that the ideal conditions for biological study exist only where the well equipped laboratory is situated on the seashore or lakeside in close proximity to woods and fields. Recognizing this fact, provisions for work supplementing that of the University were made in the establishment of the summer biological station, intimately related with the biological departments of the University—zoology, botany, and bacteriology.

The objects of the station are in reality twofold; first, the investigation of a definite problem; second, the giving of instruction in the biological subjects in a way to supplement the work offered at the University. The problem under investigation is the study of variation of the non-migratory vertebrates in one of our northern lakes, or in other words the determination of the effect of the peculiar condition to be found in one of these lakes on the creatures living in it. To this end we have captured each year during four years, for statistical examination, so many of the fishes of Turkey Lake, that had we captured all of them our results would have been but little affected. Much of the material has been examined, but much more remains to be examined. The popularity of the station as a means of acquiring biological training has been rather overwhelming, scarcely enabling the station instructors to keep pace in buildings and equipments with the increase in attendance. During the four years past the attendance has been as follows:

	<i>Number of Students.</i>	<i>Number of States Represented.</i>
1895	19	1
1896	31	3
1897	68	5
1898	103	8

During the past four years the station has been located on the shores of Turkey Lake, Kosciusko County, Indiana. But the station has recently accepted quarters to be erected by the Winona Assembly on Winona Lake, near Warsaw, where its work will be continued. There will be four rooms, 22x60 feet, divided into smaller laboratories, lecture rooms, and private workrooms. Courses of instruction will be given and the facilities of the station will be offered to investigators able to take care of themselves.

BOTANY.

The purpose of this department is to provide training in the several grand divisions of the subject of botany in so far as facilities will permit. While it recognizes and keeps constantly in view the usefulness of the science in contributing to a liberal education, its methods are the same, whether general culture or the training of investigators is the end sought. Its aim is not so much to teach facts as to cultivate habits of accurate and independent observation, and to give some insight into the problems of biology from the standpoint of the botanist.

In both elementary and advanced courses, the student is never allowed to lose sight of the fact that plants are living things, and that it is from this standpoint that the problems of botany are attacked; that the terms morphology, histology, cytology, ecology, and physiology are in themselves mere abstractions, used for the sake of convenience to indicate certain provinces and problems of the subject. He is led to see also that a complete knowledge or understanding of any living thing can be obtained only by a study of it in the living state, together with all that may be revealed by the best indirect methods. At present three years of undergraduate work is offered, besides postgraduate courses.

The first year's work, or elementary course, consists of a general survey of the plant kingdom in the study of types representative of the several great subdivisions of plants, beginning with the lower and simpler forms. As far as practicable, the student is provided not only with the living specimen, but he is also supplied with preparations of the same prepared according to the best methods known to microscopic technique. Lectures supplement the laboratory practice.

Advanced courses are offered in comparative morphology, histology, cytology, and physiology. The work of each advanced student is purely individual. He is taught to collect or cultivate the material used, whenever the same is not provided by the department, and to harden, section, and stain such parts as require this treatment for microscopic study. In this way the student soon becomes familiar with the various methods of technique.

Whenever it is deemed desirable, the advanced work in any group of plants, or any phase of study, may be followed with a view to a special line of research in the particular field in question.

During the spring term a course in general botany is offered especially for teachers and those who desire only a limited knowledge of the subject. This course consists of lectures on morphology (gross and minute anatomy) and physiology, supplemented by laboratory exercises.

The laboratory work will be offered in two sections, differing somewhat in their nature and purpose. One section will be devoted to ecology, or the relation of organisms to their environment, and the classification of the phanerogams, while the other will be exclusively a microscopic practicum. Graduate work in the department is devoted to research.

The department occupies temporarily four rooms on the second floor of Owen Hall and a small experimental room adjoining the basement. The laboratories are at present equipped to accommodate two research students, ten in the advanced and twenty-five in the elementary course. Dur-

ing the spring term provision is made for a larger number. The laboratories are well supplied with all accessories necessary for the prosecution of the work undertaken. New and improved apparatus is added to the general equipment from time to time. A special departmental library contains a collection of useful books, and the better botanical journals are received. A complete file to date of a few of these journals has been secured, while others are being collected.

The work during the summer period will be conducted at the biological station now located at Winona, Indiana.

LAW.

The law department of the University has existed since 1842, and is therefore one of the oldest law schools in the West. It was suspended in 1877, but opened again in 1889, and has had a continued growth from that date to the present, enrolling last year one hundred and fifteen students. The school occupies most pleasant quarters on the first floor of Kirkwood Hall, where it has two commodious lecture rooms and a large library room. The library has been selected with special care, with a view of meeting the needs of the school. It consists of about four thousand volumes, all purchased within the past ten years. This library is attended by a special law librarian and is used as a reading room for law students.

The school is conducted by three professors, who give their whole time to the teaching of law. In addition to the regular law faculty, a number of prominent lawyers of Indiana and adjoining States deliver special lectures each year on subjects of interest to law students.

The present course of study occupies two years of three terms each. It is expected that in the near future the course will be extended to three years.

Students are expected to take at least fifteen hours' class work each week, aside from the Moot Court work hereafter mentioned.

Both the text-book and case systems are used. It is believed that a combination of the two is much better than either alone, and that either is far better than the old system of teaching by lectures. In fact, law is taught on very much the same basis as are the other sciences in the University.

Graduation and Degrees.—Students who satisfactorily complete the full course of instruction are admitted to graduation with the degree of Bachelor of Laws. Students entitled to advanced standing may take the degree after one year's residence, if qualified; but in no case will the degree be granted unless the candidate is in actual attendance throughout the senior year. A diploma from this school will admit to practice in any of the courts of the State, including the Supreme and Federal Courts.

Students who contemplate a full course are reminded of the great importance of entering at the beginning of the academic year. The course of studies leading up to a degree requires that the student obtain eighteen credits; that is, three credits each term, and every student is expected to do equally good work in all subjects. Two years is short enough time in which to prepare for the practice of the law, and the success of both the student and the school depends on the thoroughness with which the former is prepared for the active duties of the lawyer. Examinations with

a view to granting credits will not be given on outside work done during term time. While it is urged upon those contemplating a full course to enter with the regular classes at the beginning of the academic year, yet for the accommodation of all who choose to enter at the beginning of the spring term, classes will be formed and profitable work be given.

Much emphasis is placed upon the practice of the law. The law student's weak point in court is generally found to be his ignorance of the rules of practice. For this reason, Moot Court work is believed to be very important, and special attention is given to pleading and practice.

The moot courts are as follows:

The Junior Moot Court.—This court is presided over by one of the professors, and meets every Friday during the winter and fall terms. In this court causes are assigned the students from time to time on statements of facts involving questions relating to the substantive law previously studied by the class, as well as to questions in common law pleading. Upon these questions arguments are made by the students, to whom the cause has been assigned, and students not participating in the argument are called upon to give their opinions thereon, after which a decision is rendered by the professor in charge. The members of this court are also required to prepare declarations, demurrers, pleas, and other pleadings, under the common law system, to the production of an issue in each cause assigned for that purpose.

The University Circuit Court.—This is the Senior Moot Court, and meets every Friday throughout the school year. Besides the professor in charge, there are other officers, namely: A judge, a clerk, and a sheriff, who are elected by the members for the term. A deputy clerk and a deputy sheriff are also appointed. This court has a full set of books, consisting of dockets, order books, and fee books, and printed blanks for executions, subpoenas, etc., all of which are specially prepared for this court. Regular files of the causes are kept, and the proceedings are conducted, as nearly as may be, like those of a regular court.

The seniors constitute the members of the bar of this court, the main purpose of which is to afford practice in the art of pleading at common law, in equity, and according to the code systems. Cases are assigned as in the Junior Moot Court, and arguments are made upon questions of substantive law and the law of evidence applicable. Occasional jury trials are conducted, the juniors acting as jurors. In such cases witnesses are examined, and arguments are made upon questions of law and fact. Counsel are permitted to bring their suits in any form they may select. Practice is thus afforded both under the various State systems and in Federal Court procedure. Members of the bar are required to prepare causes for review on appeals or writs of error, including all the necessary steps in connection therewith.

The University Supreme Court.—This is the court to which causes are taken from the Circuit Court by appeals or writs of error. It is intended to afford practice in appellate procedure, and in the conduct of cases in courts of error and appeal. The tribunal is composed of all the members of the law faculty as judges. The members of the bar are required to prepare briefs and make oral arguments as in other courts of this kind. Causes are distributed to the judges, who give opinions in writing, which are preserved for future reference.

THE FINE ARTS.

It is the aim of these courses to lead the student to an appreciation of the fine arts, rather than to the practice of them. The subject matter of the lectures is illustrated by a collection of casts and photographs, which is being gradually increased. The library contains a number of books of reference relating to the subject.

MUSIC.

Vocal Music.—There have been formed classes in chorus singing, to which all students are admitted. For these classes no fee is charged, and no credit is given.

PHYSICAL TRAINING.

The women's gymnasium, Mitchell Hall, is equipped with Sargent and Swedish apparatus, and supplied with baths and lockers. A physical examination is required of all students, and exercises are prescribed according to individual needs. Regular class work is given three days in the week, from the middle of October to May 1. A credit of three hours is granted to students who take the class work and successfully complete a prescribed course of study on the care of the body.

The men's gymnasium was finished in 1896. It has a large floor space, is well furnished with lockers and bath rooms, and has been newly equipped with gymnastic apparatus. To students who desire it is given a physical examination and a prescribed course of exercise. Regular work is given throughout the year. A credit of three hours is given to students who take this class work three times a week for one year.

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- XIV. Department of Geology, three teachers and ten courses.
- XV. Department of Zoology, four teachers and eight courses.
- XVI. Department of Botany, three teachers and five courses.
- XVII. Department of Fine Arts, one teacher and four courses.
- XVIII. Department of Physical Training, four teachers and seven courses.
- XIX. Department of Law, three teachers and eighteen courses.

Special courses for teachers the Spring Term.

Graduates of commissioned high schools of Indiana are admitted without examination, except in conditioned English, to the freshman class of the University.

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